



**Comprehensive and High Priority School/s  
Monitoring Instruments  
ESEA – No Child Left Behind  
for  
On-Site and Self-Assessment**

**AND**

**State Fiscal Stabilization Funds,  
First to the Top Funds, and  
Education Jobs Programs  
Monitoring Instrument**

**School Year 2010-2011**

## Table of Contents

	Page
Comprehensive Monitoring Process and Procedures.....	5
Comprehensive Monitoring Report: On-Site or Self-Assessment.....	6
Monitoring Visit – School / Facility.....	7
Budgets and Budget Amendments.....	8
Travel.....	8
Procurement.....	8
FACTS-Federal Applications Consolidated Tracking System.....	8
Equipment.....	9
Transferability.....	9-10
Personnel.....	10
General Fiscal Requirements.....	11
Title I, Part A and Title I, ARRA - Fiscal.....	11
Title I, Part A Services to Private School Students, Teachers, and Parents – Fiscal.....	12
Title IID and Title IID, ARRA – Technology Education – Fiscal.....	12
Title III, English Language Acquisition – Fiscal .....	12
Title IV, Part A – Safe and Drug Free Schools and Communities – Fiscal.....	12
Title X – Homeless, ARRA – Fiscal.....	12
Title I, Part A and Title I, ARRA.....	13
Family and Community Engagement .....	14-15
Title I – Schoolwide and Targeted Assistance Schools.....	16-17
Title I – Schoolwide Schools .....	18
Title I – Targeted Assistance Schools .....	19
District Level Targeted Assistance Programs.....	20
Title I – Children in Local Institutes for Neglected Children .....	20
General Requirement .....	20
Professional Development.....	20
Title II, Part A – Teacher / Principal Quality .....	21
Title II, Part D and Title IID, ARRA – Technology Education.....	21-22
English Language Acquisition – Requirements for all LEAs.....	23-24
Title III, English Language Acquisition .....	25
Title IV, Part A – Safe and Drug Free Schools and Communities.....	26

<b>Title VI, Part B, Subpart 1 – Small, Rural School Achievement (SRSA) Programs .....</b>	<b>26</b>
<b>Title VI, Part B, Subpart 2 – Rural Low Income School (RLIS) Programs .....</b>	<b>26</b>
<b>Title X – Homeless Education Requirements .....</b>	<b>27</b>
<b>Private Schools – Equitable Services to Private School Students and Teachers .....</b>	<b>28</b>
<b>Title I, Part D, Subpart 2 – Programs for Delinquent Children (Sevier and Memphis) .....</b>	<b>29</b>
<b>NCLB Comprehensive Monitoring Compliance Action Plan Agreement.....</b>	<b>30</b>
 <b>Attachment A – LEA with Title I High Priority School(s) Monitoring Process and Procedures....</b>	 <b>31</b>
<b>Monitoring Report for LEA with Title I High Priority School(s).....</b>	<b>32</b>
<b>Title I High Priority School Monitoring Visit – School.....</b>	<b>33</b>
<b>Part I – District Requirements.....</b>	<b>-40</b>
<b>Part II – School Responsibilities.....</b>	<b>41</b>
<b>Subpart 1 – Public School Choice.....</b>	<b>42-44</b>
<b>Subpart 2 – Supplemental Educational Services.....</b>	<b>45-46</b>
 <b>Attachment B – High Priority LEAs .....</b>	 <b>47</b>
<b>Compliance Action Plan – Title I High Priority Schools Monitoring – Form .....</b>	<b>48</b>
 <b>Attachment C - State Fiscal Stabilization Funds (SFSF) Monitoring Process and Procedures.....</b>	 <b>49</b>
<b>State Fiscal Stabilization Funds (SFSF) Monitoring Report.....</b>	<b>50</b>
<b>Risk Assessment and Action Plan.....</b>	<b>51</b>
<b>State Fiscal Stabilization Funds (SFSF) Education Portion CFDA 84.394.....</b>	<b>51</b>
<b>State Fiscal Stabilization Funds Government Services CFDA 84.397.....</b>	<b>51-52</b>
<b>First to the Top (FTTT) Funds CFDA 84.395.....</b>	<b>52</b>
<b>Education Jobs Program Funds CFDA 84.410.....</b>	<b>52</b>
<b>American Recovery and Reinvestment Act (ARRA) for ESEA.....</b>	<b>53</b>
<b>Compliance Action Plan – State Fiscal Stabilization Funds Monitoring – Form.....</b>	<b>54</b>
 <b>Attachment D – First to the Top (FTTT) .....</b>	 <b>55</b>
<b>LEA Performance Monitoring Process and Procedures.....</b>	<b>55-56</b>
<b>LEA Performance Monitoring Instrument.....</b>	<b>57-66</b>
<b>Competitive Funds Performance Monitoring</b>	
<b>Innovation Acceleration Fund Process and Procedures.....</b>	<b>67-68</b>

<b>Innovation Acceleration Monitoring Instrument.....</b>	<b>69</b>
<b>Teacher and Principal Residencies Process and Procedures.....</b>	<b>70-72</b>
<b>Teacher and Principal Residencies Monitoring Instrument.....</b>	<b>73-74</b>
<b>Compliance Action Plan – First to the Top Funds Performance Monitoring – Form.....</b>	<b>75</b>
<b>Sub-recipient (Vendor) Funds.....</b>	<b>76</b>

**Comprehensive Monitoring Process and Procedures For Programs  
Under the Consolidated Application for NCLB  
School Year 2010-2011**

**Tennessee Department of Education - Office of Federal Programs**

1. All LEAs, not scheduled for on-site monitoring, will complete the entire Comprehensive Monitoring Instrument annually, send the original to their NCLB consultant, and keep a copy on file in their districts. Consultants will email Betty Cochran that the self-assessment has been completed. LEAs are on-site monitored on the state schedule at <http://www.tennessee.gov/education/fedprog/fpmonitoring.shtml>. Any system may be monitored at the discretion of the Executive Director of Federal Programs. LEAs that are scheduled for on-site monitoring must be prepared to provide documentation of compliance.
2. **The NCLB Budget Checklist will be completed annually during an on-site visit to each LEA by the assigned NCLB Consultant to assess fiscal compliance with federal requirements. The report is kept on file at TNDOE.**
3. On-site monitoring will be conducted by an NCLB Regional Coordinator or designee and NCLB Field Service Consultant/s not assigned to the LEA. There may be one or more state monitors that will conduct the on-site monitoring visit.
4. The NCLB Regional Coordinator will contact the locally designated Federal Programs Contact Person of the LEA scheduled to be monitored in order to schedule a date(s) for the on-site monitoring. The NCLB Regional Coordinator will notify the LEA who the assigned NCLB Monitoring Team Leader will be. The monitoring visit will include visits to randomly selected participating private schools, facilities for the neglected served by the LEA and local facilities for delinquent children, schoolwide programs, and targeted assistance Title I programs. **All programs will be monitored for implementation of adequate internal controls. When sampling for internal controls, programs funded under ARRA (American Recovery and Reinvestment Act) will be closely scrutinized for compliance. Specifically, items 1-34 will be monitored for ESEA and Race to the Top ARRA funds.** Allocatedly appointed NCLB Project Directors should be available on that date(s).
5. The NCLB Monitoring Team Leader will complete the Comprehensive Monitoring Instrument during the on-site monitoring review. The LEA's FY 2011 Consolidated Application with any addenda will be used. **The LEA will supply a copy of the TCSPP and TSIP with numbered or labeled tabs locating evidence for the monitoring visit.** The Director of Schools, all local Project Directors involved in the monitoring, and all members of the State's monitoring team will sign the monitoring instrument.
6. If minor issues of noncompliance are found, the LEA will have two (2) weeks from the time of the visit to resolve the finding. It is the LEA's responsibility to forward any documentation related to the finding to the assigned NCLB Monitoring Team Leader.
7. If issues of compliance are found that cannot be resolved within the two week period, then the LEA will complete and submit the Compliance Action Plan Agreement, signed by the Superintendent/Director of Schools, and the local federal programs directors responsible for the program with the compliance issue. This document must delineate the compliance issue(s), the steps that will be taken to address the issue(s), the date those steps will be accomplished and the documentation that will be available to demonstrate compliance. This document will be sent to the assigned NCLB Monitoring Team Leader for his/her approval and signature/date.
8. Comprehensive Monitoring Instruments and Compliance Action Plan Agreements including original documents from the fiscal consultants' monitoring of SFSF, FTTT, Education Jobs, and ARRA will be forwarded to Betty Cochran in the Office of Federal Programs by the NCLB Monitoring Team Leader. Betty Cochran will forward fiscal monitoring documents to Karen Weidemann in the Office of Local Finance. The Associate Executive Director will review all Comprehensive Monitoring Instruments and Compliance Action Plan Agreements and recommend them for approval before the monitored district's FY 2012 Consolidated Application can be approved. The status of the self-monitoring and on-site monitoring for each district can be found on the Department's website at <http://www.tennessee.gov/education/fedprog/fpadministration.shtml>.
9. All Comprehensive Monitoring Instruments must be identified in one of the following three categories:
  - *Closed*
  - *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*
  - *Open (Compliance Issues Not Resolved)*
10. As a condition of approval of a district's FY 2012 Consolidated Application for Funds under No Child Left Behind, Comprehensive Monitoring Instruments must be either *Closed*, or *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*.
11. LEAs with reports indicating *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement* will have follow-up on-site monitoring for compliance by the assigned NCLB consultant by Spring 2012.
12. Any corrections on the Comprehensive Monitoring Instruments must follow this procedure:
  - The person correcting an inaccuracy must put a line through the inaccurate information;
  - He/she must then write the correct information in the correct location; and, finally,
  - He/she must initial and date the correction.
13. Letters from the Executive Director of Federal Programs will be sent to all monitored districts indicating the status of their comprehensive monitoring for FY 2011.

Tennessee Department of Education  
**Comprehensive Monitoring Report**

☐ **On-Site**      ☐ **Self-Assessment**

ESEA—No Child Left Behind

School Year 2010-2011

LEA	Director of Schools	
	Email	
Mailing Address	Telephone	
	Fax	
Point of Contact Person	Phone	Fax
Address	Email	
Assigned NCLB Consultant		

**Monitoring Status:** *Check the appropriate box* (N/A for Self-Assessment)

Closed for Comprehensive and High Priority Schools, if applicable  <input type="checkbox"/>	Incomplete Pending Compliance with Approved Compliance Action Plan Agreement  <input type="checkbox"/>	Open  <input type="checkbox"/>
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**Required Signatures:** (These signatures MUST match the Consolidated Application.)

Position/Title	PRINTED Name:	Signature
Point of Contact Person		
Title I Director		
Title II A Director		
Title II D Director		
Title III Director		
Title IV Director		
Title VI Director		
Liaison for Homeless Education		
LEA Private School Coordinator		
Federal Programs' Finance Officer		
Director of Schools		

**Signature(s) of Monitor(s):** (N/A for Self-Assessment)

Name:	Title/Position:	Date(s) of Monitoring:
	<b>NCLB Monitoring Team Leader</b>	

# Monitoring Visit

*School or Facility Name*

*Category*

	Schoolwide School	Targeted Assistance School	District Level TA Program	Private School	Local Neglected	Local Delinquent
	*	*				

**\* Check appropriate box for school's AYP status:**

☐ In Good Standing

☐ Target

☐ NA – State Special School

***Required Signatures:***

Principal/Official	Title/Position	Date

NCLB Monitor(s)	Title/Position	Date(s) of Visit

<b>Budgets and Amendments</b>	<b>Evidence</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Implementation Evidence</b>
1. The LEA has board policy / procedure governing the preparation and approval of budgets and budget amendments.	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Approved budget reflected in LEA accounting software <input type="checkbox"/> Budget Amendments (required if > 10% cumulative change in any budget category)
<b>Travel</b>	<b>Evidence</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Implementation Evidence</b>
2. The LEA has board policy / procedure in place to authorize, verify, and reimburse travel expenditures. (OMB Circular A 133 – Compliance Supplement)	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Approved travel requests <input type="checkbox"/> Expenditure approval by FP director prior to payment <input type="checkbox"/> Purchase orders
<b>Procurement</b>	<b>Evidence</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Implementation Evidence</b>
3. The LEA has written procurement procedures which comply with federal regulations and ensure that the director / supervisor of each federal program documents prior approval of purchases. (EDGAR 80.36)	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Requisitions / Purchase Orders signed by FP director <input type="checkbox"/> Invoice <input type="checkbox"/> Check / expenditure
4. The LEA has a policy / procedure for awarding contracts that ensures the appropriate director / supervisor of each federal program has internal control for developing and awarding contracts. (EDGAR 80.36)	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Contract- signed / dated <input type="checkbox"/> Evidence of bids, if required
5. The LEA maintains a written code of standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests; accepting gifts, favors, etc. (EDGAR 80.36 (b) (3))	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				
<b>FACTS – Federal Applications Consolidated Tracking System</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
6. Funds are drawn down from FACTS regularly and correlate to expenditures.					<input type="checkbox"/> Grants Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Report
7. Expenditures are reported quarterly in eReporting.					<input type="checkbox"/> Grants Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Report
8. Funds are being requested and reported as expended in a timely manner.					<input type="checkbox"/> Grants Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Report



Equipment	Evidence	Yes	No	N/A	Implementation Evidence
9. The LEA has a definition of equipment (that is the same as or more restrictive than the State of TN's definition) <b>and</b> property records which include all equipment purchased with federal funds.	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Requisitions / POs <input type="checkbox"/> Invoices <input type="checkbox"/> Check / expenditure <input type="checkbox"/> Inventory <input type="checkbox"/> Documentation of price determination
10. The LEA has board policy / procedure complying with EDGAR for disposal of equipment with a fair market value of >\$5,000. This includes ensuring the highest possible return of funds to the program that purchased the equipment if the LEA is authorized to sell equipment.	<input type="checkbox"/> Board policy #  <input type="checkbox"/> Procedures manual				<input type="checkbox"/> Disposition list <input type="checkbox"/> Documentation of price determination
11. The LEA has written policies / procedures for control of equipment purchased with federal funds. The policy/ procedures designates staff positions responsible for equipment, requires a police report to be filed when equipment has been stolen, requires updating the log/database whenever any change occurs, and includes maintenance procedures.					<input type="checkbox"/> Policies <input type="checkbox"/> Procedures
12. The LEA has submitted to the NCLB Consultant its written policies/procedures for control of federal equipment, physical inventory schedule, and the results of the latest inventory.					<input type="checkbox"/> Documentation of submission to the NCLB consultant
13. The LEA maintains a log/database that contains the following data elements for equipment purchased with Title I funds: a) description of the item, b) serial number and other identifying numbers (barcode or other local identifying number), c) source of the property, d) titleholder, e) acquisition date, f) cost, g) percentage of Federal participation in the cost, h) physical location of property, i) use / condition, and j) disposition data (date, method of disposition, sales price, if applicable) when property is retired from service. This database is updated whenever there is a change in any of the data elements.					<input type="checkbox"/> Equipment Log / Database <input type="checkbox"/> Budget documents <input type="checkbox"/> Visual inspection <input type="checkbox"/> Identification tag / label
14. Any equipment/capital outlay were essential to and purchased for the purpose of the program from which they were funded.					<input type="checkbox"/> Locate equipment and determine who is using it and for what purposes
15. There is documentation on file that confirms the physical inventory of equipment was conducted within the last 2 years. This information was used to update the log/database.					<input type="checkbox"/> Summary letter/form <input type="checkbox"/> Inventory Documents including dates and staff signatures
<b>Transferability</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
16. The LEA transfers funds between formula programs.					<input type="checkbox"/> FACTS <input type="checkbox"/> Budget Worksheet <input type="checkbox"/> Budget Spreadsheet
17. Documentation is on file to support that the amount transferred did not exceed the percent allowable.					<input type="checkbox"/> FACTS

<b>Transferability – continued</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
18. Documentation is on file to support that at least 30 days of notification was provided to the SDE prior to each transfer.				<input type="checkbox"/> Communication with NCLB consultant <input type="checkbox"/> FACTS
19. Documentation is on file to support that all transferred resources have been used in accordance with the allowable activities of the ESEA Title program into which the funds have been transferred.				<input type="checkbox"/> Budget documents <input type="checkbox"/> POs / receipts <input type="checkbox"/> Other _____
20. Documentation is on file to support that all requirements regarding set-asides and private schools have been met (including equitable participation of private schools) by the program into which the funds have been transferred.				<input type="checkbox"/> Letters / minutes / agendas <input type="checkbox"/> Budget documents <input type="checkbox"/> Other _____
21. The LEA shows that utilization of the transferability option will directly produce an increase in students' academic achievement in core subject areas.				<input type="checkbox"/> Match TCSPP to implementation documentation <input type="checkbox"/> Consolidated Application <input type="checkbox"/> Other _____
22. If the LEA modifies its NCLB consolidated application as a result of a transfer, the LEA submits an addendum and/or budget amendment to the assigned NCLB consultant within 30 days after the effective date of the transfer.				<input type="checkbox"/> Addenda/Amendment <input type="checkbox"/> Budget documents <input type="checkbox"/> Communication with NCLB consultant
<b>Personnel</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
23. Positions and FTEs in all federal programs are consistent with the approved NCLB budget and consolidated application.				<input type="checkbox"/> Application <input type="checkbox"/> Budget documents <input type="checkbox"/> Addendum <input type="checkbox"/> List of personnel by funding source
24. FTEs are calculated appropriately within the job category.				<input type="checkbox"/> Payroll records <input type="checkbox"/> Other _____
25. Job descriptions are on file for each position funded by NCLB funds. <b>TN DOE Mandated Operating Procedures - #14</b>				<input type="checkbox"/> Job descriptions
26. Where employees are funded 100% with a single federal award, the LEA has on file certifications that the employees worked solely on that program for the period covered by the certification. Certificates are completed at least twice a year.				<input type="checkbox"/> Certifications signed by employee / immediate supervisor
27. Employees who work on multiple activities funded from different sources have personnel activity records that support the distribution of their salaries / wages that meet the following standards: <ul style="list-style-type: none"> <li>• reflect an after-the-fact distribution of the actual activity</li> <li>• account for the total activity for which each employee is compensated</li> <li>• are prepared at least monthly &amp; coincides with one or more pay periods</li> <li>• are signed by the employee (OMB Circular A-87)</li> </ul>				<input type="checkbox"/> Personnel Activity Report/s <input type="checkbox"/> Payroll distribution records
28. Employee salary and benefits are paid from the same budget category.				<input type="checkbox"/> General ledger / accounts

General Fiscal Requirements	Yes	No	N/A	Evidence
29. The LEA has records to support whether funds were obligated and liquidated within the approved grant period. EDGAR 76.707				<input type="checkbox"/> FACTS <input type="checkbox"/> POs / Contracts <input type="checkbox"/> Other
30. Procurements were made in compliance with Federal regulations including vendor/contractor selections. EDGAR 80.36				<input type="checkbox"/> Budget documents <input type="checkbox"/> Bids <input type="checkbox"/> Vendor applications/ Debarment list
31. LEA submits a budget amendment to implement a budget modification resulting in more than a ten percent (10%+) increase or decrease in a budget category.				<input type="checkbox"/> Budget amendment documents <input type="checkbox"/> Budget spreadsheet <input type="checkbox"/> Other
32. To ensure internal control, each project director signs for expenditures to be made from his/her program prior to purchase.				<input type="checkbox"/> Random samples of documentation from each NCLB fund including all ARRA funds
33. Contracts with third party contractors meet all NCLB requirements and are approved and monitored by the LEA. <i>(Contracts must contain technical descriptions of how the third party provider will implement federal program requirements with detail sufficient to enable the SDE to determine that the federal program statutory and regulatory requirements will be met as required by section 9306 of the ESEA. OMB Circular A-133 states a contractor is defined as one who: provides the goods and services within normal business operations, provides similar goods and services to many different purchasers, operates in a competitive environment, provides goods or services that are ancillary to the operation of the federal program and is not subject to the compliance requirements of the federal program.)</i>				<input type="checkbox"/> Contracts  <input type="checkbox"/> Interviews  <input type="checkbox"/> Dates of visits  <input type="checkbox"/> Other _____
34. The LEA ensures that invoices from third party contractors list instructional costs separate from administrative costs.				<input type="checkbox"/> Invoices from third party contractors
<b>Title I, Part A and Title I, ARRA - Fiscal</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
35. All expenditures recorded in the approved consolidated application as Title I ARRA funded are budgeted, obligated, requested through FACTS, expended, and accounted for and reported quarterly in e-reporting as Title I ARRA.				<input type="checkbox"/> FACTS Grant Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Reports <input type="checkbox"/> Budget documents
36. Title I funds are used to supplement funds made available from non-federal sources.				<b>ALL REQUIRED</b> <input type="checkbox"/> *Enrollment data by school <input type="checkbox"/> *List of teachers by grade / subject <input type="checkbox"/> *Budget documents <input type="checkbox"/> * Comparability report
37. The LEA reserves and expends funds only for Title I District Instructional Initiatives that are allowable activities and included in the approved NCLB Consolidated Application.				<input type="checkbox"/> Compare activities to approved application and budget documents
38. The LEA is in compliance with the requirement prohibiting carrying over more than 15% of the Title I funds allocated for any fiscal year without a prior approved waiver.				<input type="checkbox"/> Waiver request letter and SDE approval <input type="checkbox"/> FACTS– “Requirement met”

<b>Title IA - Services to Private School Students, Teachers, and Parents - Fiscal</b>	Yes	No	N/A	<b>Evidence</b>
39. LEA ensures that contracts with third party providers meet the Title I statutory and regulatory requirements. Detailed costs for instructional services for private school students, family involvement, and professional development are listed separately in contracts and invoices.				<input type="checkbox"/> Contracts <input type="checkbox"/> Invoices
<b>Title II D and II D ARRA - Technology Education - Fiscal</b>	Yes	No	N/A	<b>Evidence</b>
40. All expenditures recorded in the approved consolidated application as Title II D ARRA funded are budgeted, obligated, requested through FACTS, expended, and accounted for and reported quarterly in e-reporting as Title II D ARRA.				<input type="checkbox"/> FACTS Grant Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Reports <input type="checkbox"/> Budget documents
41. Twenty-five percent or more of the Title IID allocation is reserved and is expended for professional development unless a waiver has been granted.				<input type="checkbox"/> Budget documents <input type="checkbox"/> Expenditure documented
<b>Title II D and II D ARRA – Technology Education - Fiscal Competitive: e4TN and e4000</b>	Yes	No	N/A	<b>Evidence</b>
42. All expenditures recorded in the approved application as Title II D ARRA funded are budgeted, obligated, requested through TNDE, and reported quarterly in e-reporting as Title II D ARRA.				<input type="checkbox"/> FACTS Grant Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Reports <input type="checkbox"/> Budget documents
43. Twenty-five percent or more of the Title IID Competitive e4TN allocation is reserved and is expended for professional development unless a waiver has been granted. <i>Applies only to Hamilton Co, Tipton Co, and Wilson Co - e4000 LEA branches</i>				<input type="checkbox"/> Budget documents <input type="checkbox"/> Expenditure documented
<b>Title IIIA, English Language Acquisition – Fiscal</b>	Yes	No	N/A	<b>Evidence</b>
44. Title III funds are used to supplement funds available from non-federal sources.				<input type="checkbox"/> Documentation of activities / expenditures
45. Administrative costs, including indirect cost, do not exceed the allowable 2% of the LEA’s Title III allocation.				<input type="checkbox"/> Documentation in budget and expenditures
<b>Title IV, Part A – Safe and Drug-Free Schools – Fiscal</b>	Yes	No	N/A	<b>Evidence</b>
46. The LEA expended all of FY10 Title IV, Part A funds by June 30, 2010. (Payment requests as of 6/30/10 < total allocation)				<input type="checkbox"/> FACTS FY10 View Grant Info Screen
47. The LEA is in compliance with the requirement prohibiting carrying over more than 25% of Title IV, Part A funds allocated for any fiscal year without prior approval.				<input type="checkbox"/> SDE approval documentation <input type="checkbox"/> FACTS – “Requirement met”
<b>Title X – Homeless, ARRA -Fiscal</b>	Yes	No	N/A	<b>Evidence</b>
48. All expenditures recorded in the approved consolidated application as Title X ARRA funded are budgeted, obligated, requested through SDE, expended, accounted for, and reported quarterly in eReporting as Title X ARRA.				<input type="checkbox"/> FACTS Grant Transaction Report <input type="checkbox"/> eReporting Quarterly Expenditure Reports <input type="checkbox"/> Budget documents

<b>Title I, Part A and Title I, ARRA</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
49. The LEA uses Title IA funds only for activities which are allowed by statute and are included in the approved Consolidated Application.				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities
50. The LEA has a process in place to regularly review school plans (TSIPPs) <i>NCLB Law §1112</i>				<input type="checkbox"/> Documentation of LEA review of TSIPPs
51. The LEA Title I plan (TCSPP) includes a description of the high-quality assessments (academic and non-academic) and disaggregated data that are used to monitor student progress, modify classroom instruction, and determine LEA goals for each applicable subgroup: all students, economically disadvantaged, Caucasian, African-American, Hispanic, Native American, Asian-Pacific Islander, LEP, students with disabilities.				<input type="checkbox"/> Match TCSPP goals to assessment data
52. The LEA assists schools in the diagnosis, teaching, and learning so that all children meet the state's student academic standards.				<input type="checkbox"/> Documentation of meetings with school leaders <input type="checkbox"/> Data analysis reports <input type="checkbox"/> Other
53. The LEA meets requirements of Section 1119 of No Child Left Behind as it addresses the requirements for highly-qualified teachers.				<input type="checkbox"/> List all teachers by school <input type="checkbox"/> HQ Assurance pages
54. The LEA meets requirements of Section 1119 of No Child Left Behind as it addresses the requirements for highly-qualified paraprofessionals.				<input type="checkbox"/> List of all paraprofessionals in Title I schools <input type="checkbox"/> Documentation of HQ status <input type="checkbox"/> Official Paraprofessional score report
55. The LEA coordinates and integrates Title I services and parent involvement strategies and activities with Head Start, Even Start, Reading First, Early Reading First and/or other preschool/transition programs. (NA for State Special Schools)				<input type="checkbox"/> Meeting notes / agenda with Head Start personnel <input type="checkbox"/> Other
56. The LEA plan (TCSPP) addresses coordination and integration of Title I services with other services for identified ELL and migrant students, children with disabilities, neglected or delinquent youth, homeless children, and immigrant children and is being implemented.				<input type="checkbox"/> TCSPP pg # _____ <input type="checkbox"/> Coordination meeting notes <input type="checkbox"/> Other
57. The LEA annually disseminates the state report card information to stakeholders on the progress of <b>each school</b> and <b>LEA as a whole</b> toward meeting requirements <b>for highly qualified staff</b> .				<input type="checkbox"/> Meeting notes/agendas <input type="checkbox"/> Newsletter <input type="checkbox"/> Other
58. The LEA annually disseminates the state report card information to stakeholders on the progress of <b>each school</b> and <b>LEA as a whole</b> toward meeting requirements <b>for student progress toward state and national goals</b> .				<input type="checkbox"/> Meeting notes/agendas <input type="checkbox"/> Newsletter <input type="checkbox"/> Other
59. Title I targeted assistance schools eligible to become schoolwide have been notified by their LEA.				<input type="checkbox"/> Letters / flyers / email <input type="checkbox"/> Other

Family and Community Engagement	Yes	No	N/A	Evidence
60. The LEA has a written parent involvement policy developed jointly with parents, agreed on with parents, and distributed to parents. NCLB Section 1118				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas / Surveys <input type="checkbox"/> Website <input type="checkbox"/> Other _____
61. The written LEA parent involvement policy, incorporated into the LEA's plan, establishes the LEA's expectation for parent involvement, describes how the LEA will involve parents, and is being implemented. NCLB Section 1118				<b>Parent Involvement Policy / Plan is required evidence for items a-f.</b>
(a) Involve parents in jointly developing the LEA's local plan, and in the process of school review and improvement;				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda/Sign-in sheets
(b) Provide coordination, technical assistance, and other support to schools in planning/implementing effective parental involvement activities to improve student academic achievement and school performance				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Other _____
(c) Build the schools' and parents' capacity for strong parental involvement:				
(c1) Provide assistance to parents in understanding topics such as the State's academic content standards, State student academic achievement standards, State and local academic assessments, requirements of NCLB Section 1118 (parental involvement), how to monitor a child's progress and work with educators to improve student achievement;				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda/Minutes / Sign-in sheets <input type="checkbox"/> Other _____
(c2) Provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology to foster parental involvement;				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda/Sign-in sheets <input type="checkbox"/> Examples of materials
(c3) Educate staff with the assistance of parents in the value and contributions of parents, and in working with parents-how to reach out to, communicate with, and work with as equal partners, implement and coordinate parent programs, build ties between parents and the school;				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda/Minutes / Sign-in sheets <input type="checkbox"/> Examples of materials
(c4) Ensure school related information on programs, meetings, and other activities is sent to parents in a format and extent practicable, in a language the parents understand;				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Translator / interpreter <input type="checkbox"/> Documents in parents' language <input type="checkbox"/> Other _____
(c5) Provide other reasonable support for parent involvement activities per parent request;				<input type="checkbox"/> P.I. Policy Page # _____ <input type="checkbox"/> Other _____
(d) Coordinate and integrate Title I-A parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs, and Title III language instructional programs. (NA for State Special Schools)				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda/Minutes / Sign-in sheets

<b>Family and Community Engagement (continued)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
<p>(e) Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served by Title I-A:</p> <ul style="list-style-type: none"> <li>- Identifying barriers to greater parental participation in parent involvement activities, (especially for parents economically disadvantaged, disabled, limited English proficient, with limited literacy, or of racial or ethnic minority background);</li> <li>-Using the findings of the evaluation to design strategies for more effective parental involvement; and</li> <li>-Revising, if necessary, the LEA's parental involvement policies.</li> </ul>				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda / Minutes / Sign-in sheets
<p>(f) Involve parents in the activities of schools served under Title I, Part A including but not limited to the design, implementation, and evaluation of the Title I Part A program.</p>				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agendas/Sign-in sheets
<p>(g) Accessibility- The LEA and schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language parents understand.</p>				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
<p>62. If the LEA's Title I allocation is more than \$500,000, parents of children receiving Title I services have been involved in the decisions regarding how the 1% is spent for parent involvement activities, including the promotion of family literacy and parenting skills.</p>				<input type="checkbox"/> Agenda/ Minutes / Sign-in sheets <input type="checkbox"/> Survey Analysis <input type="checkbox"/> Minutes of meetings
<p>63. The LEA's records and policies promote parental and community participation in programs for ELL students.</p>				<input type="checkbox"/> Parent Involvement Policy Page # _____ <input type="checkbox"/> Agenda; translated forms
<p>64. The LEA implements effective outreach to parents to inform parents how they can be involved in the education of their children (handbooks, field trip info, AP courses, extra-curricular activities, etc.) in a language parents can understand. Title III 3302(e)</p>				<input type="checkbox"/> Translator/interpreter <input type="checkbox"/> Translated documents <input type="checkbox"/> Other _____
<p>65. The LEA informs parents and community of student progress and assessment results; LEA performance; and performance by school.</p>				<input type="checkbox"/> Agenda/newsletters <input type="checkbox"/> Website <input type="checkbox"/> Other _____
<p>66. Parents of students in all schools receive written notification that they may request information about the qualifications of teachers and paraprofessionals who instruct their child.</p>				<input type="checkbox"/> Letter to parents <input type="checkbox"/> Handbook/ Website <input type="checkbox"/> Other _____
<p>67. Parents receive written notification that they have the right to request that their child's name, address and telephone number not be released to a military recruiter without prior written consent.</p>				<input type="checkbox"/> Handbook <input type="checkbox"/> Letters to parents <input type="checkbox"/> Website <input type="checkbox"/> Other _____
<p>68. The school provides to each individual parent timely notice that the parent's child has been assigned to, or taught for four or more consecutive weeks by a teacher who is not highly qualified. NCLB Section 1111</p>				<input type="checkbox"/> Letters to parents of affected students

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I Schools – Schoolwide and Targeted Assistance</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
69. Each Title I School has a written parent involvement policy/ plan, which includes all of the following (a-p), that was developed jointly with parents, agreed on with parents, and distributed to parents, and the plan is being implemented. NCLB Section 1118 <b><i>School PI plan is required evidence for items a-p.</i></b>				<input type="checkbox"/> School parent involvement policy/plan <input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas / Surveys <input type="checkbox"/> Newsletter/Sch website
(a) Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
(b) The school's parent involvement policy/plan is made available to the local community and updated periodically to meet the changing needs of parents and the school.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other
(c) The school has convened an annual parent meeting to inform parents about the school's parental involvement programs and right of parents to be involved;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign-in sheets
(d) The school offers a flexible number of meetings- mornings or evenings;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets
(e) Parents, or an adequate representation of parents, are involved in an organized, ongoing, and timely way in planning, review, and improvement of the school parental involvement policy and joint development of the schoolwide program plan (TSIPP);				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Surveys
(f) The school provides parents with timely information about school programs under NCLB section 1118;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Notification examples with dates of activity <input type="checkbox"/> Other
(g) The school provides parents a description and explanation of the curriculum the school uses, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters
(h) Per parent request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Parent-teacher meeting <input type="checkbox"/> Other _____
(i) A process is in place to submit parent comments on the schoolwide program (TSIPP) if it is not satisfactory to the parents when the school makes the plan available to the district / LEA.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Parent letters <input type="checkbox"/> Other
(j) Building capacity for involvement- Assistance is provided to parents in understanding topics such as the State's academic content standards, State student academic achievement standards, State and local academic assessments, how to monitor a child's progress and work with educators to improve student achievement;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters
(k) Building capacity for involvement- Materials and training are provided to help parents work with their children to improve their achievement, such as literacy training and using technology to foster parental involvement;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Example of materials provided <input type="checkbox"/> Description to access materials



School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I Schools – Schoolwide and Targeted Assistance (con.)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
(l) Building capacity for involvement- Staff are educated with the assistance of parents in the value and contributions of parents, and in working with parents-how to reach out to, communicate with, and work with as equal partners, implement and coordinate parent programs, build ties between parents and the school;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other _____
(m) Building capacity for involvement-Title I-A parental involvement strategies are coordinated and integrated with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs, and Title III language instructional programs; (NA for State Special Schools)				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other _____
(n) Building capacity for involvement- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and , to the extent practicable, in a language the parents can understand;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
(o) Building capacity for involvement- Provide other reasonable support for parent involvement activities per parent request; (Example: transportation, childcare)				<input type="checkbox"/> School PI policy/plan
(p) Accessibility-Local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language parents understand.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
70. As a component of the school level parental involvement policy/plan, the parent-school compact, jointly developed with parents, describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build a partnership to help children achieve the State's high standards. <b>NCLB Section 1118(d) (1)</b>				<input type="checkbox"/> Parent-Student-School Compact
(a) The compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to meet the State's student academic achievement standards.				<input type="checkbox"/> School-Parent Compact
(b) The compact describes the ways parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom, and participating, as appropriate, in decisions relating to their children's education, and positive use of extracurricular time;				<input type="checkbox"/> Parent-Student-School Compact
(c) The compact addresses the importance of communication between teachers and parents on an ongoing basis. At minimum, the compact has been discussed with parents at parent/teacher conferences, frequent reports have been provided to parents on their children's progress, and parents have reasonable access to staff, opportunities to volunteer and participate in their child's class and to observe classroom activities.				<input type="checkbox"/> Parent-Student-School Compact

School Name: \_\_\_\_\_

Circle to indicate: SW or TA

<b>Title I – Schoolwide Schools</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
71. Each schoolwide program has implemented a comprehensive school improvement plan which addresses the 10 required elements:				<i>Schoolwide Plan / TSIPP Page #s TCSPP=TSIPP in State Special Schools</i>
* (a) a comprehensive needs assessment of the entire school using data analysis of NCLB subgroups.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (b) schoolwide reform strategies with emphasis on improved achievement of the lowest achieving students;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (c) instruction by highly qualified staff as addressed in NCLB;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (d) high quality and ongoing professional development activities;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (e) strategies to attract highly qualified teachers to high needs schools;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (f) strategies to increase effective parental involvement;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (g) plans for assisting preschool children from early childhood programs to elementary school programs;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (h) measures to include teachers in assessment decisions regarding the use of assessment in improving student performance and instructional programs;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (i) strategies for providing timely additional assistance to students experiencing difficulties mastering standards; and				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (j) coordination and integration of federal, state, and local services and programs.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
72. Parents are involved in the development and review of the Title I schoolwide plan.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
73. Technical assistance has been provided in the development of the school level plan by LEA or outside assistance teams.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Meeting notes <input type="checkbox"/> Other _____
74. Instructional paraprofessionals work under the direct supervision of a highly qualified teacher. Resource: §1119				<input type="checkbox"/> School visits <input type="checkbox"/> Paraprofessionals' and teachers' schedules

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I – Targeted Assistance Schools</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
75. Parents in targeted assistance schools with 40% or greater poverty have been informed of the school's eligibility for schoolwide status.				<input type="checkbox"/> Notification documentation
76. Parents are notified of their child's eligibility for Title IA.				<input type="checkbox"/> Notification documentation
77. Eligible students in targeted assistance programs are identified according to NCLB requirements <b>and</b> the written description of how selected criteria are combined / weighted to identify and rank students.				<input type="checkbox"/> Written selection criteria
78. Title I funds are only used for programs providing services to eligible children having the greatest needs.				<input type="checkbox"/> List of eligible students ranked by greatest need <input type="checkbox"/> List of students served
79. Targeted services are in the school plan (TSIPP) with required Title I components and are being implemented.				<i>TN School Improvement Plan (TSIPP) Page #s TCSPP=TSIPP in State Special Schools</i>
* (a) Use resources to help participating children meet the State's student performance standards expected for all children.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (b) Implement programs based on effective means for improving achievement of children.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (c) Ensure that planning for participating students is incorporated into existing school planning.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (d) Use effective instructional strategies that -- Give primary consideration to providing extended learning time -- Provide an accelerated, high-quality curriculum. -- Minimize removing children from the regular classroom during regular school hours.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (e) Coordinate with and support the regular education program, which may include counseling, mentoring, college and career awareness, transition services from school to work, or transition services from preschool to elementary.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (f) Provide instruction by highly qualified staff.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (g) Provide professional development to the extent feasible, for administrators, teachers, and other school staff who work with participating children, and				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (h) Provide strategies to increase parental involvement such as family literacy services.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
80. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities <input type="checkbox"/> Other _____
81. Title I paraprofessionals work under the direct supervision of a highly qualified teacher. <b>NCLB Section 1119</b>				<input type="checkbox"/> School visits <input type="checkbox"/> Schedules of paraprofessionals and teachers

<b>District Level Targeted Assistance Programs</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
82. The LEA has district level targeted assistance programs. <input type="checkbox"/> Preschool <input type="checkbox"/> Summer <input type="checkbox"/> Other _____				<input type="checkbox"/> FY11 Consolidated Application page 6, 7, 28
83. Eligible students in district level targeted assistance programs are identified according to NCLB requirements and the written description is on file in the LEA of how selected criteria are combined / weighted to identify and rank students.				<input type="checkbox"/> Written selection criteria – page 6-7 of FY11 Consolidated Application
84. Title I funds are only used for programs providing services to eligible children having the greatest needs.				<input type="checkbox"/> List of eligible students ranked by greatest need <input type="checkbox"/> List of students served
85. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program.				<input type="checkbox"/> Documentation of activities
86. Title I paraprofessionals work under the direct supervision of a highly qualified teacher. Resource: Section 1119				<input type="checkbox"/> School visits <input type="checkbox"/> Work schedules of paraprofessionals and teachers
<b>Title I - Children in Local Institutions for Neglected Children</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
87. For LEAs serving students in local institutes for neglected children, the count to generate and use funds has been verified. Applies to: Memphis City, Sevier County, Shelby County				<i>BOTH REQUIRED:</i> <input type="checkbox"/> Neglected & Delinquent Annual Survey <input type="checkbox"/> Consol. Application
88. Services based on a needs assessment are being provided.				<input type="checkbox"/> Needs Assessments / Interview <input type="checkbox"/> Other
89. The LEA has monitored the facility to ensure the program is being carried out as written and is in compliance with all Federal requirements.				<input type="checkbox"/> Visits documented <input type="checkbox"/> LEA monitoring instrument
<b>General Requirement</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
90. LEA submits addenda to request changes in the scope of the Consolidated Application.				<input type="checkbox"/> Addenda
<b>Professional Development</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
91. Professional development included in the LEA's TCSPP: <ul style="list-style-type: none"> <li>• is based on scientifically-based research activities,</li> <li>• is based on needs assessment, including student achievement data and will improve students' academic achievement;</li> <li>• ensures the alignment of teaching strategies with the state's content and performance standards;</li> <li>• includes training in gender-equitable teaching methods, techniques, materials, and practices;</li> <li>• incorporates strategies and techniques, including technology, that improve classroom instruction to help increase academic learning of all students, including those with disabilities and those with cultural, linguistic, and socio-economic needs; and is being implemented.</li> </ul>				<input type="checkbox"/> Match TCSPP with professional development records

<b>Title II, Part A – Teacher/Principal Quality</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
92. The LEA uses Title IIA funds only for activities which are allowed by statute and are included in the approved Consolidated Application.				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities
93. Professional development activities supported with Title IIA funds improve the knowledge of teachers, principals, and paraprofessionals concerning the core academic subjects and effective instructional strategies.				<input type="checkbox"/> Match TCSPP Pg # _____ to implementation documentation
94. The LEA ensures that all class size reduction teachers paid by Title IIA funds are identified as highly qualified for the courses they are teaching and are supplemental in nature.				<input type="checkbox"/> List of teachers funding source and assignments <input type="checkbox"/> HQ Assurance page
<b>Title II, Part D and Title IID, ARRA - Technology Education</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
95. The LEA uses Title IID funds only for activities which are allowed by statute and are included in the approved Consolidated Application.				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities
96. The LEA uses Title IID Competitive funds (e4TN or e4000) only for activities which are allowed by statute and are included in the approved application.				<input type="checkbox"/> Compare approved Application and statute with evidence of activities
97. The technology plan includes goals and strategies: (a) Goals - a description of specific goals, aligned with challenging State academic standards, for using advanced technology to improve student academic achievement. (b) Strategies for improving academic achievement and teacher effectiveness – a description of how Ed Tech funds and E-rate discounts will be used to improve the academic achievement, and technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction. (c) A strategy for using information technology and telecommunications to improve education or library services. (d) Steps to increase accessibility – a description of the steps the school district will take to ensure that all students and teachers have increased access to technology. (The description must include how Ed Tech funds will be used to help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 1116 of Title I). (e) Innovative delivery strategies – a description of how the school district will encourage the development and use of innovative strategies for the delivery of specialized curricula through the use of technology.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
98. The technology plan includes a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that: (a) is based on a review of relevant research, (b) is aligned to TN Instructional Technology Standards, and (c) will lead to improvements in student academic achievement, (d) and includes a timeline for this integration.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents

Title II, Part D and Title IID, ARRA - Technology Education	Yes	No	N/A	Evidence
99. The technology plan includes assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
100. The technology plan includes a description of how the LEA will provide ongoing, sustained professional development for all school professionals to further the effective use of educational technology.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
101. The technology plan provides for a sufficient budget to acquire and support the non-discounted elements of the plan, the hardware, software, professional development, and other services that will be needed to implement the strategies. (a) Description of the type and costs of technology to be acquired with Ed Tech funds and E-rate discounts, including interoperability provisions. (b) Description of how the applicant will coordinate activities funded through the Ed Tech program with technology –related activities supported with funds from other sources. (c) Description of the supporting resources, such as services, software, and other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and uses of technology.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
102. The technology plan includes evaluation and accountability: (a) Description of an evaluation process that enables the district/schools to monitor progress toward the specified goals and make mid-course corrections in the response to new developments and opportunities as they arise. (b) A description of the process the school district will use to monitor progress and to evaluate the effectiveness of the funded activities in: integrating technology into classrooms, increasing the effectiveness of teachers, and enabling students to reach challenging State academic standards.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
103. The technology plan includes a description of how technology will be used to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used so parents can reinforce at home the instruction received at school.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
104. The technology plan includes a description of how the program will be developed, where applicable, in collaboration with adult literacy service providers.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
105. The technology plan includes LEA assurance that Children’s Internet Protection Act (CIPA) compliance has been met.				<input type="checkbox"/> TCSPP pg _____ / Compliance Matrix / Supporting documents
106. The LEA has evidence of staff participation in professional development in ongoing sustained technology integration in classroom instruction.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> PD calendar <input type="checkbox"/> Other _____

English Language Acquisition - Requirements for all LEAs	Yes	No	N/A	Evidence
107. The Home Language Survey is administered during enrollment: * (1) What is the first language this child learned to speak? (2) What language does this child speak most often outside of school? (3) What language do people usually speak in the child's home?				<b>BOTH REQUIRED:</b> <input type="checkbox"/> Home Language Surveys * (must include) <input type="checkbox"/> Student Cumulative folders
108. English Language ability is screened using the <b>TELPA</b> at initial enrollment if a language other than English is on the Home Language Survey.				<input type="checkbox"/> English Learners (ELs) files document screening with TELPA
109. The LEA maintains lists of active LEP (ELL, ESL), Transition Year 1, Transition Year 2, waived, former Transition students, and NELB students. <i>(NELB students initially tested out of ESL services.)</i>				<input type="checkbox"/> Student lists printed or viewed from EIS with dates of enrollment, identification category, and native languages
110. The LEA has a current list of immigrant students <b>from EIS</b> with the country of origin and dates of enrollment in US school/s.				<input type="checkbox"/> Student list from EIS w/ country of origin and dates of enrollment in US school/s
111. The LEA's Title III Immigrant Grant funds are planned and used for the service of immigrants. <i>All evidences are required. FY11-Applies only to Shelby Co.</i>				<input type="checkbox"/> Approved plan for services to immigrant children <input type="checkbox"/> Approved budget <input type="checkbox"/> Expenditures match the approved budget
112. English as a Second Language (ESL) services are provided by an endorsed ESL teacher for all LEP students. <i>Both evidences required, if applicable.</i>				<input type="checkbox"/> Documentation of Endorsement for all ESL teachers <input type="checkbox"/> Documentation of ESL teachers on waivers
113. The LEA has a published plan to assess teacher fluency in all 4 domains (reading, writing, speaking, and listening) for all teachers working with English Learners (ELs).				<input type="checkbox"/> Plan on LEA website or other LEA publication <input type="checkbox"/> Documentation that assessment of fluency is used during hiring process
114. The LEA provides high quality professional development to administrators, principals, teachers (ESL and regular content), and other community based organizational personnel to improve instruction for ELs.				<input type="checkbox"/> PD calendar or plan <input type="checkbox"/> Sign in sheets with participants' roles
115. The LEA ensures that language instruction programs are adequate to assist students to develop English proficiency. <b>ALL REQUIRED:</b> staffing ratio <b>and</b> 1+ hours of service daily for students with composite scores of 1 or 2 on ELDA.				<input type="checkbox"/> Ratio of ESL teachers to English Learners (ELs) 1:45 or less <input type="checkbox"/> ELDA scores 1 or 2 <input type="checkbox"/> Class schedules for teachers and students
116. The LEA has a scientifically based program in place for English Learners (ELs) that increases English proficiency and student academic achievement in the core academic subjects.				<input type="checkbox"/> Approved ESL plan on file with the TDOE <input type="checkbox"/> Approved ESL plan is being implemented

English Language Acquisition - Requirements for all LEAs (con.)	Yes	No	N/A	Evidence
117. Parents are notified of their child's eligibility for ESL services and their rights. For parents who cannot read in their native language or in English, information has been interpreted for them.				<input type="checkbox"/> Translations of information provided <input type="checkbox"/> Proof that information is interpreted for parents who cannot read the information
118. Outreach to parents of English Learners (ELs) includes information on assisting their children in attaining English proficiency, in achieving academic success, and is provided in a language that the parents can understand to the extent practicable.				<input type="checkbox"/> Meeting notes <input type="checkbox"/> Notices / newsletters <input type="checkbox"/> Other _____
119. The LEA annually measures the English proficiency of <u>all</u> English Learners (ELs) using ELDA, the state-approved instrument.				<input type="checkbox"/> ELDA Assessment – summary data compared to EIS report of LEP students $\leq 2\%$ deviation <input type="checkbox"/> List of students tested matches count of ELs in EIS during testing window for ELDA
120. The LEA annually assesses English Learners (ELs) with TCAP assessments.  <i>EVIDENCE NOTE: Number of ELs refers to the number of ELs in EIS during the testing window for the assessment indicated.</i>				<input type="checkbox"/> Number of ELs in EIS match number of students tested on 3-8 TCAP Achievement tests <input type="checkbox"/> Number of ELs in EIS match number of students tested on End of Course tests <input type="checkbox"/> Number of ELs in EIS match number of students tested on Gateway tests
121. The LEA analyzes ELDA test data to determine which students score composite 4 or 5 to meet exit criteria for proficiency.				<input type="checkbox"/> ELDA Assessment data equals lists of T-1 and T-2 students or justification provided
122. The LEA monitors all exited LEP students (T-1s and T-2s) to ensure success in the regular curriculum. BOTH evidences are required.				<input type="checkbox"/> Schedules of teacher/s who monitor students <input type="checkbox"/> Monitoring of student progress
Title III, Part A - English Language Acquisition	Yes	No	N/A	Evidence
123. The LEA uses Title III funds only for activities which are allowed by statute and are included in the approved Consolidated Application. <i>All evidence is required.</i>				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities <input type="checkbox"/> PD provided for district personnel <input type="checkbox"/> PD program designed to implement highly effective scientifically based learning for ELs



<b>Title IV A- Safe and Drug-Free Schools and Communities</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
124. The LEA has budgeted FY10 carryover funds for Title IVA. If “Yes”, complete the following items. If “No”, this section is NA.				<input type="checkbox"/> Budget spreadsheet <input type="checkbox"/> FACTS
125. The LEA uses Title IV funds only for activities which are allowed by statute and are included in the approved Consolidated Application.				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities
126. The LEA involves parents and community members in the design, implementation, and evaluation of the Title IV-Part A program.				<input type="checkbox"/> Minutes of meetings
127. Prevention activities designed to create and maintain safe, disciplined, and drug-free environments have been selected (with the involvement of parents). <b>Title IV-A, Sec.4114 (d)(7)(C); Sec. 4114 (c); Sec. 4115 (a)</b>				<input type="checkbox"/> Committee list for parent participation. <input type="checkbox"/> Agenda / meeting notes
128. The LEA’s TCSPP addresses training staff & community partners (if applicable) to utilize research proven strategies for ensuring a safe and disciplined learning environment and is being implemented.				<input type="checkbox"/> Match TCSPP Pg. _____ with PD records <input type="checkbox"/> Other _____
129. The LEA and all schools have established effective disciplinary policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students. <b>Title IV-A, Sec. 4114 (d)(7)(A)</b>				<input type="checkbox"/> Board policy <input type="checkbox"/> Student Handbook <input type="checkbox"/> Other _____
130. Security procedures for students while at school and on the way to and from school have been developed <b>by the LEA and all schools.</b> <b>Title IV-A, Sec.4114 (d)(7)(B)</b>				<b>BOTH REQUIRED:</b> <input type="checkbox"/> Comp. school safety plan <input type="checkbox"/> Relevant district policies
131. A crisis management plan for responding to violent or traumatic incident on school grounds has been developed, implemented and drilled in conjunction with appropriate public safety officials. <b>Title IV-A, Sec. 4114 (d)(7)(D);TCA 68-102-137</b>				<input type="checkbox"/> An annually updated Crisis Management Plan of a randomly selected school and evidence of drills
132. All students and parents have received a copy of the code of conduct and disciplinary policies. The Code of Conduct is posted in all schools. <b>TCA 49-6-4017</b>				<b>BOTH REQUIRED:</b> <input type="checkbox"/> Student Handbooks <input type="checkbox"/> Code of Conduct posted
133. The LEA has notified the public that it is unlawful to carry <b>weapons</b> on school property, except persons identified in TCA 39-17-1309(e). Signage at least 6x14” stating: Felony. State law prescribes a maximum penalty of six (6) years imprisonment and a fine not to exceed three thousand dollars \$3,000 for carrying weapons on school property.				<input type="checkbox"/> Signs posted in prominent locations around the school including but not limited to: sports arenas, gymnasiums, stadiums, cafeterias.
134. The LEA has implemented a policy that is in compliance with the federal Gun-Free Schools Act Title IV-A, Sec. 4141 (d), as well as T.C.A. 49-6-3401(g) and T.C.A. 49-6-4216 (d).				<b>BOTH REQUIRED</b> <input type="checkbox"/> LEA policy <input type="checkbox"/> No guns signage (all schools)
135. Parents receive written notification that if their child should become the victim of a violent crime at school, he/she will have the right to transfer to another school within the LEA.				<input type="checkbox"/> Letters to parents <input type="checkbox"/> Handbook <input type="checkbox"/> Other _____
136. The LEA has implemented the Tennessee State Board of Education’s Unsafe School Choice Policy and has insured that all staff, parents and students are aware of their rights and responsibilities under the same. <b>State Board Policy 4.202</b>				<b>ALL REQUIRED:</b> <input type="checkbox"/> Parent notification <input type="checkbox"/> Evidence of principals’ training regarding USCP <input type="checkbox"/> If applicable, doc. of school choice offer <input type="checkbox"/> If applicable, copy of report submitted to TNDOE
137. Parents of students in schools identified as unsafe are notified in writing of their rights. (“N/A” if LEA has no unsafe schools.)				<input type="checkbox"/> Letters to parents <input type="checkbox"/> Other _____

<b>Title VI, Part B, Subpart 1 - Small, Rural School Achievement (SRSA) Program</b> (Applies to: Alamo, Bells, Bradford, South Carroll, Richard City)	Yes	No	N/A	<b>Evidence</b>
138. The LEA was eligible and applied for a Small, Rural School Achievement (SRSA) grant.				<input type="checkbox"/> Consolidated Application <input type="checkbox"/> SRSA Grant Program Application
139. The LEA notified the State of its intent to use the Alternative Uses of Funds Authority under Section 6211 during the 2008-09 school year.				<input type="checkbox"/> Consolidated Application <input type="checkbox"/> Technical assistance discussion with NCLB Field consultant
<b>Title VI, Part B, Subpart 2 - Rural Low-Income School (RLIS) Program</b>	Yes	No	N/A	<b>Evidence</b>
140. The LEA uses Title VI funds only for activities which are allowed by statute and are included in the approved Consolidated Application.				<input type="checkbox"/> Compare Consolidated Application and statute with evidence of activities

**Homeless Education Requirements begin on the next page.**

<b>Title X - Homeless Education Requirements</b> <i>NOTE: State Special Schools complete only #141-143</i>	Yes	No	N/A	Evidence
141. The LEA is familiar with the requirements of Title X as it refers to the Education of Homeless Children and Youth.				<input type="checkbox"/> Policy / TCSPP <input type="checkbox"/> Other _____
142. The LEA has a liaison who is aware of his/her roles and responsibilities and works to assist homeless children, youth and families.				<input type="checkbox"/> Homeless training <input type="checkbox"/> Job description <input type="checkbox"/> Activities documented
143. Staff members (administrative, teaching, and other staff in the schools) have received training related to the statutory requirements and educational needs of homeless children and youth.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas/Handouts <input type="checkbox"/> Other _____
144. The LEA count identified the number of homeless children and youth enrolled within LEA boundaries.				<input type="checkbox"/> Data indicating count
145. The LEA policies address and reduce barriers to successful enrollment and attendance of homeless children / youth. The LEA allows homeless children/youth to enroll in the LEA without proof of residence, immunization records etc.				<input type="checkbox"/> Policies/ Procedures <input type="checkbox"/> Enrollment records
146. The LEA has adopted policies and procedures to ensure that transportation is provided, at the request of the parent or guardian (or in the case of unaccompanied youth, the liaison), to and from the school of origin.				<input type="checkbox"/> Policies / procedures
147. The LEA has adopted policies and procedures to ensure that homeless children have equal access to the same public preschool programs as provided to other children.				<input type="checkbox"/> Policies / procedures
148. The LEA has adopted policies and procedures to ensure that homeless youth and youth separated from the public schools are identified and accorded equal access to appropriate secondary education and support services.				<input type="checkbox"/> Policies /procedures
149. LEA policies and procedures ensure that homeless children and youth who meet relevant criteria are able to participate in federal, state, or local before and after school care programs.				<input type="checkbox"/> Policies / procedures
150. The LEA developed/implemented policies and procedures to ensure that activities carried out by the LEA will not/do not isolate or stigmatize homeless children/youth.				<input type="checkbox"/> Policies / procedures
151. All homeless children/youth (including preschoolers) are enrolled and receiving instruction in the same schools and classrooms as all other enrolled students. Appropriate services (Title I, free/reduced lunch, counseling, tutoring, social / health services, etc.) are provided.				<input type="checkbox"/> Enrollment data <input type="checkbox"/> Records of services provided
152. During the enrollment process, the LEA addresses issues regarding the appropriate transportation of homeless children and youth to and from school.				<input type="checkbox"/> Meeting note <input type="checkbox"/> Other _____
153. Efforts have been made to reduce school changes / transitions in an effort to keep homeless children and youth enrolled in the same school for the entire year.				<input type="checkbox"/> Meeting notes <input type="checkbox"/> Enrollment data <input type="checkbox"/> Other _____
154. The LEA works with local shelter/agencies to assist homeless children, youth and families.				<input type="checkbox"/> Meeting notes <input type="checkbox"/> Other _____
155. The LEA has submitted required immunization report to the TN DOE homeless program director.				<input type="checkbox"/> Immunization report <input type="checkbox"/> Email to state

<b>Equitable Services to Private School Students and Teachers</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
156. There are private schools located within the LEA boundaries.				<input type="checkbox"/> SDE website
157. The LEA has on file the Intent to Participate form for all private schools within the LEA boundaries.				<input type="checkbox"/> Intent to Participate Form
158. LEA's consultation with private schools officials during the design, development, and implementation of NCLB programs is timely, meaningful, and meets statutory and regulatory requirements of all programs for which participation is selected by the private school. This includes all NCLB (Title IA, IIA, IID, III, IV, and VI) and ARRA formula and discretionary grants. Topics include assessment of Title I services and how the results will be used to make program improvements.				<i>BOTH REQUIRED:</i> <input type="checkbox"/> Intent to participate form <input type="checkbox"/> Documentation of meetings / phone conferences for each program
159. The LEA has applications on file from each participating private school for each program indicated on the Intent to Participate forms.				<input type="checkbox"/> Applications for each program
160. The LEA ensures equitable participation for private school students and teachers in all applicable programs. This includes starting services to private schools at the same time services begin for public schools.				<input type="checkbox"/> Participation calculations and expenditures <input type="checkbox"/> Interviews w/private school staff
161. The LEA has shared SDE complaint procedures with private school officials.				<input type="checkbox"/> Interviews <input type="checkbox"/> Other
162. The LEA purchases, labels, inventories, and controls materials, equipment, and property that support services to private school students. The LEA reclaims all items from schools no longer participating.				<input type="checkbox"/> Budget documents <input type="checkbox"/> Inventory records <input type="checkbox"/> Visual inspection
163. <b>Title IA only</b> - Professional development provided under Title I, Part A is provided only to teachers eligible for the service.				<input type="checkbox"/> Agenda / meeting notes <input type="checkbox"/> Needs assessment
164. <b>Title IA only</b> - Title I services are in addition to and do not replace or supplant services that would be provided by private schools to private school participants, in the absence of Title I.				<input type="checkbox"/> Interviews <input type="checkbox"/> Schedule of services
165. <b>Title IA only</b> - Private schools students selected for services reside in a participating school attendance area and meet the multiple academic criteria established by the LEA in consultation with the private school officials and included in the consolidated application. Poverty is not used in the selection process.				<input type="checkbox"/> List of eligible students ranked by greatest need <input type="checkbox"/> List of students served
166. <b>Title IA only</b> - The LEA evaluates the academic progress of the private school students participating in the program and modifies the program as needed.				<input type="checkbox"/> Student achievement data <input type="checkbox"/> Interviews
167. <b>Title IA only</b> - For any applicable districtwide initiative, the LEA provides equitable services to private school participants.				<input type="checkbox"/> Equitable services wksht <input type="checkbox"/> Documentation of activities
168. <b>Title IA only</b> - If the Title I-A allocation is over \$500,000, the LEA provides equitable services to private school families using the required set-aside. These activities assist parents in helping their children achieve high academic standards.				<input type="checkbox"/> Equitable services worksheet <input type="checkbox"/> Documentation of activities
169. <b>Title III only</b> - LEAs have held a meeting during the winter/spring of the prior year with all participating private schools related to services for English Learners (ELs). Discussions and agreements include the assessments to be used for screening and for annual LEP assessment				<input type="checkbox"/> Signed agreements for service and/or <input type="checkbox"/> Signed agreement that service is not needed

School name: \_\_\_\_\_

<b>Title I, Part D, Subpart 2 –Programs for Delinquent Children</b> <b>Applies to Memphis City and Sevier County</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
170. The count to generate funds has been verified.				<input type="checkbox"/> N & D Annual Survey
171. Services based on a needs assessment are being provided.				<input type="checkbox"/> Needs assessment/Interviews
172. The LEA plan for services meet all requirements in Section 1423.				<input type="checkbox"/> Title I, Part D Application
<p>173. If the LEA has entered into an agreement, with each facility, it shall meet all program requirements in Section 1425:</p> <ul style="list-style-type: none"> <li>- Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program;</li> <li>- If the child/youth is identified as in need of special education services while in the correctional facility, notify the local school of the child/youth of such need;</li> <li>- Where feasible, provide transition assistance to help the child/youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;</li> <li>- Provide support programs that encourage children/youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children/youth with the skills necessary to gain; employment or seek a secondary school diploma or its recognized equivalent;</li> <li>- Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children/youth with disabilities taking into consideration the unique needs of such children/youth;</li> <li>- Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;</li> <li>- Use technology to the extent possible to assist in coordinating educational programs between the correctional facility and the community school;</li> <li>- Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;</li> <li>- Coordinate funds received with other local, State, and Federal funds available to provide services to participating children/youth, such as Title I funds, and vocational and technical education funds;</li> <li>- Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and,</li> <li>-If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children/youth.</li> </ul>				<input type="checkbox"/> Agreement with facility includes all program requirements for correctional facility receiving funds  <input type="checkbox"/> Other _____
174. The LEA has monitored the facility to ensure the program is being carried out as written and is in compliance with all Federal requirements.				<input type="checkbox"/> Documentation of visits <input type="checkbox"/> LEA monitoring instrument
175. The LEA requires each facility to demonstrate annually the number of children and youth returning to school, obtaining a secondary school diploma or its equivalent, or obtaining employment after release.				<input type="checkbox"/> Post release documentation <input type="checkbox"/> Consolidated State Performance Report
176. The LEA requires each facility to conduct program evaluations consistent with Section 1431 so that participation data is disaggregated by gender, race, ethnicity, and age, to determine the program's impact on the ability of participants to: maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other education program operated by a LEA; complete secondary school or (secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children / youth; and, as appropriate, to participate in postsecondary education and job training programs.				<input type="checkbox"/> Facility program evaluations <input type="checkbox"/> Consolidated State Performance Report
177. The LEA uses Title ID, Subpart 2 funds only for activities which are allowed by statute and are included in the approved application.				<input type="checkbox"/> Compare application and statute with evidence of activities

**FY 2011**

<b>LEA:</b>		<b>Title:</b>	
<b>NCLB Compliance Issue(s)</b>	<b>Action Step(s)</b>	<b>Completion Date(s)</b>	<b>Documentation</b>
Page , Indicator			
Page , Indicator			
Page , Indicator			
Page , Indicator			

Director of Schools' Signature	Date	Tennessee NCLB Team Leader's Signature	Date
LEA Title Director's Signature	Date	Tennessee Executive Director of Federal Programs' Signature	Date

**ATTACHMENT A –  
High Priority School(s) Monitoring Process and Procedures For Programs  
Under Title I, Part A of NCLB  
School Year 2010-2011  
Tennessee Department of Education - Office of Federal Programs**

1. On-site monitoring of LEAs with Title I High Priority Schools will be conducted annually by one or more NCLB Field Service Consultants.
2. The local Title I Director will be contacted in order to schedule a date(s) for the on-site monitoring. All applicable portions of Attachment A will be completed during the monitoring visit, and randomly selected Title I High Priority Schools will be visited. The Title I High Priority Schools Monitoring Report will be completed during the on-site monitoring review. The Director of Schools, the locally designated Federal Programs Contact Person of the LEA, the local Title I Director, and all members of the State's monitoring team will sign the monitoring report.
3. If minor issues of noncompliance are found, the LEA will have two (2) weeks from the time of the visit to resolve the finding(s). It is the LEA's responsibility to forward any documentation related to the finding to the Monitoring Team Leader.
4. If issues of compliance are found that cannot be resolved within the two week period, then the LEA will complete and submit the Compliance Action Plan Agreement, signed by the Superintendent / Director of Schools, and the local Title I Director. This document must delineate the compliance issue(s), the steps that will be taken to address the issue(s), the date those steps will be accomplished and the documentation that will be available to demonstrate compliance. This document will be sent to the assigned NCLB Monitoring Team Leader for his/her approval and signature/date.
5. The Title I High Priority Schools Monitoring Report and Compliance Action Plan Agreements will be forwarded to Betty Cochran in the Office of Federal Programs by the NCLB Monitoring Team Leader. The Associate Executive Director will review all Title I High Priority Schools Monitoring Reports and Compliance Action Plan Agreements and recommend them for approval before the monitored district's FY 2012 Consolidated Application can be approved.
6. All Title I High Priority Schools Monitoring Reports must be identified in one of the following three categories:
  - *Closed*
  - *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*
  - *Open* (Compliance Issues Not Resolved)
7. As a condition of approval of a district's FY 2013 Consolidated Application for Funds under No Child Left Behind, Title I High Priority Schools Monitoring Report must be either *Closed*, or *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*.
8. LEAs with reports indicating *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement* will have follow-up on-site monitoring for compliance by the assigned NCLB consultant by Spring 2013.
9. Any corrections on the Title I High Priority Schools Monitoring Report must follow this procedure:
  - The person correcting an inaccuracy must put a line through the inaccurate information;
  - He/she must then write the correct information in the correct location; and, finally,
  - He/she must initial and date the correction.
10. Letters from the Executive Director of Federal Programs will be sent to all monitored districts indicating the status of their Title I High Priority Schools monitoring for FY 2011.
- 11. LEA will supply a copy of the Public School Choice and Supplemental Education Services Implementation Blueprint and TSIP for each high priority school with tabs locating evidence for the monitoring visit.**

**Tennessee Department of Education  
Attachment A**

**Monitoring Report for  
LEA with Title I High Priority School(s)**

ESEA—No Child Left Behind  
School Year 2010-2011

<b>LEA</b>	<b>Director of Schools</b>	
	<b>Email</b>	
<b>Mailing Address</b>	<b>Telephone</b>	
	<b>Fax</b>	
<b>Point of Contact Person</b>	<b>Phone</b>	<b>Fax</b>
<b>Address</b>	<b>Email</b>	
<b>Assigned NCLB Consultant</b>		

**Monitoring Status:** *Check the appropriate box*

<b>Closed</b>  <input type="checkbox"/>	<b>Incomplete Pending Compliance with Approved Compliance Action Plan Agreement</b>  <input type="checkbox"/>	<b>Open</b>  <input type="checkbox"/>
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***Required Signatures:*** (These signatures MUST match the Consolidated Application.)

Position/Title	PRINTED Name:	Signature
<b>Federal Programs Contact</b>		
<b>Title I Director</b>		
<b>Director of Schools</b>		

**Signature(s) of Monitor(s):**

Name:	Title/Position:	Date(s) of Monitoring:



# Monitoring Visit Title I High Priority School

<i>School</i>	<i>Category</i>	
	Schoolwide School	Targeted Assistance School

**Check appropriate box for school's AYP status:**

- |   |   |
|---|---|
| <input type="checkbox"/> School Improvement Year 1<br><input type="checkbox"/> Corrective Action<br><input type="checkbox"/> Restructuring Year 2 | <input type="checkbox"/> School Improvement Year 2<br><input type="checkbox"/> Restructuring Year 1<br><input type="checkbox"/> State / LEA Reconstitution Plan |
|---|---|

***Required Signatures:***

Principal/Official	Title/Position	Date

NCLB Monitor(s)	Title/Position	Date(s) of Visit

## Attachment A - High Priority School(s)

High Priority Schools - Part I - District Requirements	Yes	No	N/A	Evidence
178. The district has notified high priority schools of their identification and the requirements of such identification. The district has informed the high priority schools of: (a) the criteria for placement on and removal from the high priority list, and (b) the Title I requirements according to their stage of identification.				<input type="checkbox"/> Written guidance on requirements <input type="checkbox"/> Agendas / Minutes <input type="checkbox"/> Memos to schools
179. The district has provided technical assistance to high priority Title I schools directly or through another entity. This assistance includes: (a) data analysis so as to identify and address problems in instruction, parental involvement, and professional development. (b) identifying and implementing professional development and instructional strategies that are scientifically research based and are targeted at the issues that led to not meeting AYP. (c) analyzing and revising the school's budget to more effectively allocate resources to activities most likely to impact student achievement in the areas in which the school has not met AYP.				<input type="checkbox"/> Written plan to provide assistance to High Priority Schools <input type="checkbox"/> Contracts or agreements with outside entities for provision of technical assistance <input type="checkbox"/> Documentation of training sessions for High Priority Schools <input type="checkbox"/> Other _____
180. The district has demonstrated compliance with public school choice requirements.				<input type="checkbox"/> Monitoring Instrument Public School Choice Attachment A, Subpart 1
181. The district has documented compliance with supplemental educational services requirements.				<input type="checkbox"/> Monitoring Instrument Supplemental Educational Services Attachment A, Subpart 2
182. The district has promptly notified parents of students enrolled in a Title I high priority school of such identification. The notification: (a) is in an understandable and uniform format and is in a language the parents can understand (to the extent practicable); (b) explains what the identification of "high priority" means and includes a comparison of the identified school to the other schools in the district and the state; (c) includes the reasons the school was identified as high priority; (d) explains what the school is doing to address the problem of low achievement; (e) explains how the parents can become involved in addressing the academic issues that caused the school to not make AYP; (f) includes the option of public school choice (including provision of transportation) and SES (if required).				<input type="checkbox"/> Required: Letters to Parents  <input type="checkbox"/> Other _____

High Priority School(s)- Part I, District Requirements – (continued)	Yes	No	N/A	Evidence
183. The district has budgeted an amount equal to 20% of its Title I allocation to meet the demands for transportation under public school choice and/or SES.				<input type="checkbox"/> Budget <input type="checkbox"/> Expenditures <input type="checkbox"/> Other _____
(a) The district has expended an amount equal to 5% of its Title I allocation for transportation for public school choice, unless a lesser amount is needed;				<input type="checkbox"/> Budget <input type="checkbox"/> Expenditures <input type="checkbox"/> Other _____
(b) The district has expended an amount equal to 5% of its Title I allocation Supplemental Educational Services, unless a lesser amount is needed;				<input type="checkbox"/> Budget <input type="checkbox"/> Expenditures <input type="checkbox"/> Other _____
(c) The district has expended an amount equal to 10% of its Title I allocation on SES or transportation, unless a lesser amount is needed.				<input type="checkbox"/> Budget <input type="checkbox"/> Expenditures <input type="checkbox"/> Other _____
184. The district did not reduce by more than 15 percent the total amount available to a Title I corrective action or restructuring year 1 or 2 school.				<input type="checkbox"/> Consolidated Applications <input type="checkbox"/> Other _____
185. The LEA is ensuring that it has fully met parental demand for choice-related transportation and supplemental educational services before it reallocates any portion of the required reservation of 20% of Title I, Part A funds for PSC and SES to other activities.				<input type="checkbox"/> Evidence that LEA has notified SDE PSC/SES Coordinator of compliance with items 183 a, b, and c
(a) The LEA partnered with outside groups, such as faith-based organizations and community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer under Public School Choice or to receive SES. <b>NOTE:</b> Desktop monitoring by TN DOE PSC/SES Coordinator will occur on the Implementation Blueprint.				<input type="checkbox"/> PSC/SES Implementation Blueprint <input type="checkbox"/> Meeting notes or written communication with community and faith-based organizations, and business groups.
(b) The LEA widely distributed student request forms for SES directly to eligible students and their parents making them widely available and accessible through broader means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families.				<input type="checkbox"/> Link to district's web site address where SES forms (Desktop) <b>OR</b> <input type="checkbox"/> List of public locations and media through which forms were distributed.
(c) The LEA gave eligible providers access to school facilities to provide services, using fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.				<input type="checkbox"/> District policy for use of school facilities by SES providers. (Desktop monitoring) <input type="checkbox"/> Agenda of meeting with SES providers
186. The district has taken one of the following actions with Title I schools identified in corrective action: replace school staff relevant to failure to make AYP, institute and implement a new curriculum with professional development (scientifically research based), significantly decrease management authority at the school, appoint an outside expert, extend the school year or day, or restructure the internal organizational structure of the school.				<input type="checkbox"/> List of Title I schools in corrective action <input type="checkbox"/> List of corrective actions taken at each school <input type="checkbox"/> Other _____

<b>High Priority Schools - Part I-District Requirements - (con.)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
187 (a). The district has published and disseminated information regarding any corrective action it has taken at the school in a language the parents can understand.				<input type="checkbox"/> Letters to parents <input type="checkbox"/> Press releases <input type="checkbox"/> Agendas of public meetings <input type="checkbox"/> Other _____
187 (b). The district has published and disseminated this information through the internet, the media, and public agencies.				<input type="checkbox"/> District web pages <input type="checkbox"/> Newsletters / Email <input type="checkbox"/> Newspaper/press release <input type="checkbox"/> Other _____
188. The district has prepared a plan for alternative governance for high priority Title I schools in <b>restructuring year 1</b> (after 1 year of not making AYP after corrective action).				<input type="checkbox"/> List of schools in restructuring year 1 <input type="checkbox"/> Timeline for developing alternative governance plan <input type="checkbox"/> Alt. governance plan <input type="checkbox"/> Other _____
(a) The district has provided prompt notice to parents and teachers in restructuring year 1 schools of the development of the alternative governance plan.				<input type="checkbox"/> Letter to Parents and Teachers <input type="checkbox"/> Other _____
(b) The district has provided the teachers and parents an adequate opportunity to participate in the development of the alternative governance plan.				<input type="checkbox"/> Letters-Parents/Teachers <input type="checkbox"/> Agendas / Meeting notes <input type="checkbox"/> Surveys <input type="checkbox"/> Other _____
(c) The district has provided the teachers and parents an adequate opportunity to comment on the alternative governance plan before it is implemented.				<input type="checkbox"/> Letters to Parents and Teachers <input type="checkbox"/> Agendas/Meeting notes <input type="checkbox"/> Surveys <input type="checkbox"/> Other _____
189. <b>For schools in Restructuring Year 2</b> , the district has notified parents and teachers and has implemented (no later than the beginning of the school year) one of the following alternative governance: conversion to a charter school, replace all or most of the staff, enter into a contract with an IHE to run the school, hand the school over to the state, or any other major restructuring of the school's governance arrangement that makes fundamental reforms.				ALL REQUIRED for each school effected: <input type="checkbox"/> Documentation of Alternative Governance Implementations <input type="checkbox"/> Documentation of notification to parents <input type="checkbox"/> Documentation of notification to teachers
190. Using a <b>peer review process</b> , the district has reviewed <b>within 45 days</b> all revised school improvement plans from schools identified as high priority.				<input type="checkbox"/> Documentation of review of school plans
(a) The district has provided technical assistance to the school in the revision of its plan, if necessary.				<input type="checkbox"/> Written feedback to schools
(b) The district has approved the revised school plan only if it meets the requirements in items #192 and #197 (SW) or #209 (TA).				<input type="checkbox"/> Check district approval after checking revised school improvement plans
191. The LEA uses Title IA and Title IA ARRA School Improvement funds only for activities which are allowed by statute and are included in the approved School Improvement Grant Applications.				<input type="checkbox"/> Compare School Improvement Grant Applications and statute with evidence of activities

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I Schools – Schoolwide and Targeted Assistance</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
190. Each Title I School has a written parent involvement policy/ plan, which includes all of the following (a-p), that was developed jointly with parents, agreed on with parents, and distributed to parents, and the plan is being implemented. NCLB Section 1118 <b><i>School PI plan is required evidence for items a-p.</i></b>				<input type="checkbox"/> School parent involvement policy/plan <input type="checkbox"/> Attendance rosters <input type="checkbox"/> Agendas / Surveys <input type="checkbox"/> Newsletter/Sch website
(a) Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
(b) The school's parent involvement policy/plan is made available to the local community and updated periodically to meet the changing needs of parents and the school.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other
(c) The school has convened an annual parent meeting to inform parents about the school's parental involvement programs and right of parents to be involved;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign-in sheets
(d) The school offers a flexible number of meetings- mornings or evenings;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets
(e) Parents, or an adequate representation of parents, are involved in an organized, ongoing, and timely way in planning, review, and improvement of the school parental involvement policy and joint development of the schoolwide program plan (TSIPP);				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Surveys
(f) The school provides parents with timely information about school programs under NCLB section 1118;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Notification examples with dates of activity <input type="checkbox"/> Other
(g) The school provides parents a description and explanation of the curriculum the school uses, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters
(h) Per parent request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Parent-teacher meeting <input type="checkbox"/> Other _____
(i) A process is in place to submit parent comments on the schoolwide program (TSIPP) if it is not satisfactory to the parents when the school makes the plan available to the district / LEA.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Parent letters <input type="checkbox"/> Other
(j) Building capacity for involvement- Assistance is provided to parents in understanding topics such as the State's academic content standards, State student academic achievement standards, State and local academic assessments, how to monitor a child's progress and work with educators to improve student achievement;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters
(k) Building capacity for involvement- Materials and training are provided to help parents work with their children to improve their achievement, such as literacy training and using technology to foster parental involvement;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Example of materials provided <input type="checkbox"/> Description to access materials

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I Schools – Schoolwide and Targeted Assistance (con.)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
(l) Building capacity for involvement- Staff are educated with the assistance of parents in the value and contributions of parents, and in working with parents-how to reach out to, communicate with, and work with as equal partners, implement and coordinate parent programs, build ties between parents and the school;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other _____
(m) Building capacity for involvement-Title I-A parental involvement strategies are coordinated and integrated with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, State-run preschool programs, and Title III language instructional programs; (NA for State Special Schools)				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Website/newsletters <input type="checkbox"/> Other _____
(n) Building capacity for involvement- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and , to the extent practicable, in a language the parents can understand;				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
(o) Building capacity for involvement- Provide other reasonable support for parent involvement activities per parent request; (Example: transportation, childcare)				<input type="checkbox"/> School PI policy/plan
(p) Accessibility-Local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language parents understand.				<input type="checkbox"/> School PI policy/plan <input type="checkbox"/> Agendas/minutes <input type="checkbox"/> Sign in sheets <input type="checkbox"/> Simple clear English <input type="checkbox"/> Translated forms
193. As a component of the school level parental involvement policy/plan, the parent-school compact, jointly developed with parents, describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build a partnership to help children achieve the State's high standards. <b>NCLB Section 1118(d)(1)</b>				<input type="checkbox"/> School-Parent Compact
(a) The compact describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to meet the State's student academic achievement standards.				<input type="checkbox"/> School-Parent Compact
(b) The compact describes the ways parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom, and participating, as appropriate, in decisions relating to their children's education, and positive use of extracurricular time;				<input type="checkbox"/> School-Parent Compact
(c) The compact addresses the importance of communication between teachers and parents on an ongoing basis. At minimum, the compact has been discussed with parents at parent/teacher conferences, frequent reports have been provided to parents on their children's progress, and parents have reasonable access to staff, opportunities to volunteer and participate in their child's class and to observe classroom activities.				<input type="checkbox"/> School-Parent Compact

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I – Schoolwide Schools</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
194. Each schoolwide program has implemented a comprehensive school improvement plan which addresses the 10 required elements:				<i>Schoolwide Plan/TSIPP Page #s TCSPP=TSIPP in State Special Schools</i>
* (a) a comprehensive needs assessment of the entire school using data analysis of NCLB subgroups.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (b) schoolwide reform strategies with emphasis on improved achievement of the lowest achieving students;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (c) instruction by highly qualified staff as addressed in NCLB;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (d) high quality and ongoing professional development activities;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (e) strategies to attract highly qualified teachers to high needs schools;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (f) strategies to increase effective parental involvement;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (g) plans for assisting preschool children from early childhood programs to elementary school programs;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (h) measures to include teachers in assessment decisions regarding the use of assessment in improving student performance and instructional programs;				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (i) strategies for providing timely additional assistance to students experiencing difficulties mastering standards; and				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
* (j) coordination and integration of federal, state, and local services and programs.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
195. Parents are involved in the development and review of the Title I schoolwide plan.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
196. Technical assistance has been provided in the development of the school level plan by LEA or outside assistance teams.				<input type="checkbox"/> Attendance rosters <input type="checkbox"/> Meeting notes <input type="checkbox"/> Other _____
197. Instructional paraprofessionals work under the direct supervision of a highly qualified teacher. Resource: §1119				<input type="checkbox"/> School visits <input type="checkbox"/> Paraprofessionals' and teachers' schedules

School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>Title I – Targeted Assistance Schools</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
198. Parents in targeted assistance schools with 40% or greater poverty have been informed of the school's eligibility for schoolwide status.				<input type="checkbox"/> Notification documentation
199. Parents are notified of their child's eligibility for Title IA.				<input type="checkbox"/> Notification documentation
200. Eligible students in targeted assistance programs are identified according to NCLB requirements <b>and</b> the written description of how selected criteria are combined / weighted to identify and rank students.				<input type="checkbox"/> Written selection criteria
201. Title I funds are only used for programs providing services to eligible children having the greatest needs.				<input type="checkbox"/> List of eligible students ranked by greatest need <input type="checkbox"/> List of students served
202. Targeted services are in the school plan (TSIPP) with required Title I components and are being implemented.				<i>TN School Improvement Plan (TSIPP) Page #s TCSP=TSIPP in State Special Schools</i>
*(a) Use resources to help participating children meet the State's student performance standards expected for all children,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(b) Implement programs based on effective means for improving achievement of children,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(c) Ensure that planning for participating students is incorporated into existing school planning,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(d) Use effective instructional strategies that -- Give primary consideration to providing extended learning time -- Provide an accelerated, high-quality curriculum -- Minimize removing children from the regular classroom during regular school hours,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(e) Coordinate with and support the regular education program, which may include counseling, mentoring, college and career awareness, transition services from school to work, or transition services from preschool to elementary,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(f) Provide instruction by highly qualified staff,				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(g) Provide professional development to the extent feasible, for administrators, teachers, and other school staff who work with participating children, and				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
*(h) Provide strategies to increase parental involvement such as family literacy services.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities
203. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program.				<input type="checkbox"/> Match TSIPP Pg# _____ to activities <input type="checkbox"/> Other _____
204. Title I paraprofessionals work under the direct supervision of a highly qualified teacher. <b>NCLB Section 1119</b>				<input type="checkbox"/> School visits <input type="checkbox"/> Schedules of paraprofessionals and teachers



School Name: \_\_\_\_\_ Circle to indicate: SW or TA

<b>High Priority Schools - Part II - School Responsibilities</b> (Duplicate as necessary)	Yes	No	N/A	Evidence
205. The school has included all required Title I components in its school improvement plan.				<input type="checkbox"/> Item #194 (SW) or #202 (TA) of this instrument
206. The school has revised its school improvement plan.				<input type="checkbox"/> Revised TSIPP
(a) The revised plan includes a two-year action plan.				<input type="checkbox"/> Revised TSIPP
(b) The plan includes 10% of the school's Title I allocation for professional development that: <ul style="list-style-type: none"> <li>• is directed at areas in which the school is not making AYP;</li> <li>• is "high quality" professional development; and</li> <li>• increases the opportunity for teachers to participate in professional development.</li> </ul> <i>NOTE: Applies only to schools in School Improvement Year 1 and School Improvement Year 2, not those in Corrective Action and beyond.</i>				<input type="checkbox"/> School budget <input type="checkbox"/> Professional development expenditures <input type="checkbox"/> Participation documentation
(c) The plan describes how funds for professional development will be used to remove school from high priority status.				<input type="checkbox"/> TSIPP pg _____
(d) The plan establishes specific annual measurable objectives in reading/language arts and math (if necessary, additional indicator) for each subgroup.				<input type="checkbox"/> TSIPP pg _____
(e) The plan describes how the school will provide written notice to parents in a language they can understand of the school's status and option available to parents.				<input type="checkbox"/> Written description in TSIPP
(f) The plan specifies the responsibilities of the school, district, and the state.  <i>ALL EVIDENCE ITEMS ARE REQUIRED.</i>				<input type="checkbox"/> Description of school responsibilities in TSIPP <input type="checkbox"/> Description of district responsibilities in TSIPP <input type="checkbox"/> Description of state responsibilities in TSIPP
(g) The plan includes strategies to promote effective parental involvement.				<input type="checkbox"/> Strategies of parental involvement in TSIPP
(h) The plan incorporates, <u>as appropriate</u> , before, after, and/or summer school activities.				<input type="checkbox"/> TSIPP includes before / after / summer school
(i) The plan includes a teacher mentoring program.				<input type="checkbox"/> Inclusion of teacher mentoring in TSIPP
(j) The plan was submitted to the district for review not more than 3 months after the school has been identified.				<input type="checkbox"/> Proof and date of submission of plan
(k) The plan was developed in consultation with the parents, the school staff, the district, and outside experts.				<input type="checkbox"/> TSIPP committees <input type="checkbox"/> Letters to parents and staff <input type="checkbox"/> Surveys <input type="checkbox"/> Documentation of district staff involvement <input type="checkbox"/> Other
(l) The plan was implemented not later than the next school year.				<input type="checkbox"/> Evidence of TSIPP implementation

**If your LEA is required to offer Public School Choice, please complete the following:**  
**Attachment A, Subpart 1-Public School Choice**

<b>Public School Choice - Part I - District Requirements</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
207. In the case of a school identified for school improvement under §200.32, or for corrective action under §200.33, or for restructuring under §200.34, the district has provided all students enrolled in the school with the option to transfer to another public school served by the LEA. The LEA ensures that all eligible students, including homeless students, are offered access to PSC upon enrollment in school regardless of the time of enrollment.				<b>ALL REQUIRED:</b> <input type="checkbox"/> Parent notification letter accompanied by a list of all recipients (include every student enrolled) <input type="checkbox"/> Forms used by parents to respond <input type="checkbox"/> Newspaper, press releases, flyers, Internet text, and/or other media announcements <input type="checkbox"/> New student enrollment materials
208. The district has offered the transfer option not later than 14 calendar days prior to the first day of the school year following the year in which the district administered the assessments that resulted in its identification of the school for improvement, corrective action, or restructuring, with transfers affected by October 1. <i>NOTE: For 2010-11, current status of TN waivers from the USDOE for PSC notification will be checked prior to monitoring visits.</i>				<b>ALL REQUIRED</b> <input type="checkbox"/> School calendar, parent notification letter with date on or prior to the first day of school. <input type="checkbox"/> Documentation of transfer of records to choice receiving school
209. Parent notification letter for Public School Choice includes all of the following required components: (a) Explanation of what the identification means and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and the state; (b) Reasons for the identification; (c) Explanation of what the school identified for school improvement is doing to address the problem of low achievement; (d) Explanation of what the local education agency is doing to help the school address the achievement problem; (e) Explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; (f) Explanation of the parents' option to transfer their child to another public school (g) Sufficient time, e.g., at least two weeks, has been allotted for parents to consider their options and make a decision. (h) Information on the academic achievement of the schools that the parent may select.				<b>ALL REQUIRED:</b> <input type="checkbox"/> Notification letter(s) that include all required components that explain parents' option to transfer their child to another public school, including the provision of transportation to the new school in accordance with 34 CFR §200.44. 34 CFR 200.37(b)(4) <input type="checkbox"/> Attachments to letter that include information on academic achievement of the schools(s) to which the child may transfer.
210. At least 14 days before the first day of school, the LEA has prominently displayed on its website, the following information: for the current school year, a list of available schools to which students eligible to participate in PSC may transfer.				<input type="checkbox"/> Website link
211. The LEA has prominently displayed on its website, in a timely manner, beginning with data from 2007-08, and for each subsequent year, the number of students who are eligible for and participated in the public school choice option.				<input type="checkbox"/> Website link
212. The schools to which students were offered the transfer option did not include Title I schools identified for improvement, corrective action, or restructuring.				<b>ALL REQUIRED:</b> <input type="checkbox"/> PSC/SES District Blueprint Chart <input type="checkbox"/> TNDE list of HP schools <input type="checkbox"/> Forms used by parents to respond

Public School Choice-Part I. District Requirements (con.)	Yes	No	N/A	Evidence
<p>213. The schools to which students were offered the transfer option did not include schools identified as persistently dangerous as determined by the State.</p> <p><i>(There are currently no schools identified in Tennessee as persistently dangerous.)</i></p>				<p><b>ALL REQUIRED:</b></p> <p><input type="checkbox"/> PSC and SES District Implementation Blueprint Chart and list of any schools within LEA designated as persistently dangerous.</p> <p><input type="checkbox"/> Forms used by parents to respond</p>
<p>214. In the case of a school identified for school improvement under §200.32, or for corrective action under §200.33, or for restructuring under §200.34, the district has provided to parents of students eligible to transfer a choice of more than one school, which may include one or more public charter schools.</p>				<p><b>ALL REQUIRED:</b></p> <p><input type="checkbox"/> PSC and SES District Implementation Blueprint Chart</p> <p><input type="checkbox"/> Letters to parents</p> <p><input type="checkbox"/> Forms used by parents to respond</p>
<p>215. In placing students, the district took into account the parents' preferences among the choices offered under §200.44 (a)(4)(i).</p>				<p><b>ALL REQUIRED:</b></p> <p><input type="checkbox"/> Interview with parents of eligible children</p> <p><input type="checkbox"/> Forms used by parents to state preferences and respond to offer of choice with copy of commensurate student assignment letters—can be random sample.</p>
<p>216. <i>Desegregation plans.</i></p> <p>(a) If the district is subject to a desegregation plan, whether that plan is voluntary, court-ordered, or required by a Federal or State administrative agency, the district took into account the requirements of the desegregation plan when providing the option to transfer to another school.</p>				<p><b>REQUIRED:</b></p> <p><input type="checkbox"/> PSC and SES District Implementation Blueprint</p>
<p>(b) If the desegregation plan forbids the district from offering the transfer option required, referenced in §200.44 (a) of this document, the district secured appropriate changes to the plan to provide the transfer option to all students.</p>				<p><b>ALL REQUIRED:</b></p> <p><input type="checkbox"/> Interview with LEA legal counsel or administration</p> <p><input type="checkbox"/> Correspondence or court documents requesting changes to the desegregation plan</p> <p><input type="checkbox"/> PSC and SES District Implementation Blueprint</p>
<p>217. <i>Capacity.</i> The district has not used lack of capacity to deny students the option to transfer under public school choice.</p>				<p><input type="checkbox"/> PSC and SES District Implementation Blueprint</p> <p><input type="checkbox"/> List of schools students transferred to and number of students transferred to each.</p> <p><input type="checkbox"/> Letters notifying parents of option for choice.</p>

<b>Public School Choice - Part I. District Requirements (continued)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
218. <i>Priority.</i> (a) In providing students the option to transfer to another public school, referenced in §200.44, the district has given priority for transportations to the lowest-achieving students from low-income families.				<b>BOTH REQUIRED:</b> <input type="checkbox"/> PSC and SES District Implementation Blueprint <input type="checkbox"/> Documentation of student selection process
(b) In giving priority to students from low-income families, the district determined family income on the same basis that the district used to make allocations to schools under subpart A.				<b>ALL REQUIRED:</b> <input type="checkbox"/> PSC and SES District Implementation Blueprint <input type="checkbox"/> Documentation of data source for determining family income <input type="checkbox"/> Lists of eligible students and transfer records
219. <i>Status.</i> The public school to which a student transferred under public school choice ensured that the student was enrolled in classes and other activities in the school in the same manner as all other students in the school.				<b>ALL REQUIRED:</b> <input type="checkbox"/> PSC and SES District Implementation Blueprint <input type="checkbox"/> Student enrollment records <input type="checkbox"/> Class schedules
220. <i>Duration of Transfer.</i> If a student exercises the option under public school choice to transfer to another public school, the district permitted or will permit the student to remain in that school until the student completed the highest grade in the school.				<input type="checkbox"/> Letters to parents <input type="checkbox"/> Student enrollment and transfer records <input type="checkbox"/> Memos to schools <input type="checkbox"/> Other
221. <i>No eligible schools within the district.</i> If all public schools to which a student may transfer within a district are identified for school improvement, corrective action, or restructuring, the district notified parents of this situation.				<b>REQUIRED:</b> <input type="checkbox"/> Parent notification letter
222. <i>Transportation.</i> If a student exercises the option of public school choice to transfer to another school, the district provided or paid for the student's transportation to the school for the required period of time without supplanting. Policy of parent reimbursement, by itself, does not meet the statutory requirement to provide, or pay for the provision of, transportation.				<b>REQUIRED:</b> <input type="checkbox"/> Transportation / financial records
223. <i>Students with disabilities and students covered under Section 504 of the Rehabilitation Act of 1973.</i> For students with disabilities under the IDEA and students covered under Section 504, the public school choice option included a free appropriate public education as that term is defined in Section 602(8) of the IDEA or 34 CFR 104.33, respectively.				<b>BOTH REQUIRED:</b> <input type="checkbox"/> List of choice options offered to students with disabilities and those covered under Section 504 <input type="checkbox"/> Summary of students with disabilities or those covered under 504 requesting choice, requests honored, and number of preferences honored

**If your LEA is required to offer Supplemental Educational Services,  
please complete the following:  
Attachment A, Subpart 2 – Supplemental Educational Services**

<b>Supplemental Educational Services - Part I. District Requirements</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
<p>224. The district received a waiver, in whole or in part, from the Tennessee Department of Education, of the requirement that the district make available SES for the following reason(s):</p> <p>Check appropriate box:</p> <p><input type="checkbox"/> None of the providers of those services on the list approved by the TN DOE under §200.47 made those services available in the area served by the district or within a reasonable distance of that area.</p> <p><input type="checkbox"/> The district provided evidence that it was not able to make SES services available.</p> <p><input type="checkbox"/> The district received a waiver to offer SES in a previous year and has renewed its request for a waiver.</p> <p><input type="checkbox"/> <b>Check here if waiver is granted. If waiver is granted, stop here.</b></p>				<p><b>REQUIRED:</b></p> <p><input type="checkbox"/> Letter requesting TNDOE waiver of requirement to provide SES</p> <p><input type="checkbox"/> TNDOE response granting waiver request.</p>
<p>225. In the case of a school identified for school improvement under §200.32, or for corrective action under §200.33, or for restructuring under §200.34, the district has arranged for each eligible student in the school to receive supplemental educational services (SES) from a State-approved provider selected by the student's parents. The LEA ensures that all eligible students, including homeless students, are offered access to SES upon enrollment in school regardless of the time of enrollment.</p>				<p><b>REQUIRED:</b></p> <p><input type="checkbox"/> List of students eligible for SES compared to those requesting SES and those receiving it.</p>
<p>226. The district with schools in improvement, under corrective action, or under restructuring, has addressed the requirement to continue making SES available to eligible students until the end of the school year in which the district is making those services available <b>or</b> until the depletion of funds available for SES—the lesser of the SES per-pupil allocation or the actual cost of supplemental services received by the student.</p>				<p><b>REQUIRED:</b></p> <p><input type="checkbox"/> Records of services provided throughout the school year for previous and / or current year</p>
<p>227. For schools in improvement, or corrective action, or restructuring, the district provided annual notice to parents clearly distinguishable from other school improvement notices, which included:</p> <p>(a) An explanation of how parents can obtain SES for their child.</p> <p>(b) The identity of approved providers of those services available within the LEA, including providers of technology-based or distance-based learning SES, and providers that make services reasonably available in neighboring LEAs.</p> <p>(c) A brief description of the services, qualifications, and demonstrated effectiveness of the providers.</p> <p>(d) Notification and SES provider information in other languages for non-English speaking parents.</p> <p>(e) Notification and SES provider information in an understandable and uniform format.</p> <p>(f) Providers able to serve students with disabilities and/or LEP;</p> <p>(g) An explanation of the benefits of receiving SES.</p>				<p><b>REQUIRED:</b></p> <p><input type="checkbox"/> Letters of notification including all required components</p>
<p>228. The LEA has prominently displayed on its website the following information:</p> <p>(a) beginning with data from 2007-08, and for each subsequent year, the number of students who are eligible for and participated in the SES;</p> <p>(b) for the current school year, a list of SES providers approved by the state to serve the LEA and locations where services are provided.</p> <p>(c) If the LEA does not have a website, it has contacted the TNDOE SES program coordinator.</p>				<p><input type="checkbox"/> Website link</p>

SES – Part I – District Requirements - (continued)	Yes	No	N/A	Evidence
229. <i>Priority.</i> If the amount of funds available for SES is insufficient to provide services to each student whose parents request these services, the district: (a) Gave priority to the lowest-achieving, eligible students. (b) Applied fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all eligible students whose parents requested services.				<b><i>BOTH REQUIRED:</i></b> <input type="checkbox"/> Documentation of how priority to lowest-achieving students will be determined, <input type="checkbox"/> Documentation of how students were selected if demand exceeded available services
230. If requested, the district, in an unbiased manner, assisted parents in choosing a provider from the list of approved providers maintained by the SDE.				<input type="checkbox"/> LEA written guidance <input type="checkbox"/> Parent response forms <input type="checkbox"/> Other _____
231. The district is ensuring that eligible students with disabilities under IDEA and students covered under Section 504 received appropriate SES and accommodations in the provision of those services. This includes provision of services by the LEA, if necessary.				<input type="checkbox"/> Letters from parents and / or SES providers <input type="checkbox"/> Meeting notes <input type="checkbox"/> Other _____
232. The district is ensuring that eligible students who have limited English proficiency received appropriate SES and language assistance in the provision of those services.				<input type="checkbox"/> Documentation of students receiving language assistance <input type="checkbox"/> Meeting notes <input type="checkbox"/> ELL Parent response forms
233. The district has not disclosed to the public, without the written permission of the student's parents, the identity of any student who is eligible for, or receiving, supplemental educational services.				<input type="checkbox"/> Written guidance on privacy policy and requirements <input type="checkbox"/> Memos to schools <input type="checkbox"/> Other _____
234. The district entered into an agreement with each provider selected by a parent or parents. The agreement includes: (a) Specific achievement goals developed in consultation with parents and the provider. (b) A description of how the student's progress will be measured. (c) A timetable for improving achievement. (d) A description of procedures for regularly informing the student's parents and teachers of the student's progress. (e) A termination clause if the provider is unable to meet the goals and timetables specified in the agreement. (f) Provisions for paying the provider that specify that payment will not be made for religious worship or instruction. (g) Prohibition of the provider disclosure of the identity of student's eligible for or receiving SES without written permission of the student's parents. (h) In the case of a student with disabilities under IDEA or a student covered under Section 504, provisions to ensure that SES is consistent with the student's individualized education program under Section 614(d) of the IDEA or the student's individualized service plan. (i) Provisions governing payment for the services, which may include provisions addressing missed sessions. (j) An assurance that services will be provided consistent with applicable health, safety, and civil rights laws.				<input type="checkbox"/> Agreement
235. The LEA periodically monitors each provider's site to ensure that services are in compliance with the LEA / SES provider agreement.				<input type="checkbox"/> Documentation of site visits

## Attachment B - High Priority LEA

<b>High Priority Status—Parent Notification</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
236. This district sent parents the high priority status notification letter prior to TCAP testing.				<input type="checkbox"/> Copy of parent letter <input type="checkbox"/> Date of TCAP testing
<b>Plan Revision—Stakeholders Involved</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
237. This district has consulted with parents, school staff, and others in revising its plan (TCSPP).				<input type="checkbox"/> Minutes/Agendas <input type="checkbox"/> Names and titles of planning committee
<b>Plan Revision -- Contents</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
238. The district's plan does the following:				
(a) Addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students;				<input type="checkbox"/> TCSPP page # _____
(b) Defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination;				<input type="checkbox"/> TCSPP page # _____
(c) Incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects;				<input type="checkbox"/> TCSPP page # _____
(d) Includes, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;				<input type="checkbox"/> TCSPP page # _____
(e) Provides for high-quality professional development for instructional staff that focuses primarily on improved instruction (includes the results of the district's professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB); <i>NOTE: Applies only to LEAs in Improvement Year 1 and Improvement Year 2, not those in Corrective Action.</i>				<input type="checkbox"/> TCSPP page # _____
(f) Includes strategies to promote effective parental involvement in the schools;				<input type="checkbox"/> TCSPP page # _____
(g) Includes a determination of why the district's previous plan did not bring about increased student academic achievement;				<input type="checkbox"/> TCSPP page # _____
(h) Includes the LEA's responsibilities for improvement; and				<input type="checkbox"/> TCSPP page # _____
(i) Includes the SDE's responsibilities for improvement.				<input type="checkbox"/> TCSPP page # _____

FY 2011

LEA:

Title:

NCLB Compliance Issue(s)	Action Step(s)	Completion Date(s)	Documentation
Page , Indicator			
Page , Indicator			
Page , Indicator			
Page , Indicator			

Director of Schools' Signature

Date

Tennessee NCLB Team Leader's Signature

Date

LEA Title I Director's Signature

Date

Tennessee Executive Director of Federal Programs' Signature

Date



## ATTACHMENT C

**State Fiscal Stabilization Funds (SFSF), First to the Top (FTTT),  
Education Jobs Program, and American Recovery and Reinvestment Act for ESEA  
Monitoring Process and Procedures  
School Year 2010-2011  
Tennessee Department of Education - Office of Local Finance**

1. All LEAs, not scheduled for on-site monitoring, will complete the entire State Fiscal Stabilization Funds (SFSF), First to the Top (FTTT), Education Jobs Program, and American Recovery and Reinvestment Act for ESEA monitoring annually, send the original to their Fiscal consultant, and keep a copy on file in their districts. LEAs are on-site monitored on the state schedule at <http://www.tennessee.gov/education/fedprog/fpmonitoring.shtml>. Any system may be monitored at the discretion of the Executive Director of Local Finance. LEAs that are scheduled for on-site monitoring must be prepared to provide documentation of compliance.
2. On-site monitoring will be conducted by a Fiscal Consultant/s.
3. The NCLB Regional Coordinator will coordinate monitoring schedules for his/her regions for the on-site NCLB Comprehensive and State Fiscal Stabilization Funds (SFSF) monitoring. Local Federal Programs Contact Person will be responsible for coordinating with other local personnel. There may be one or more state monitors that will conduct the on-site monitoring visit. All locally appointed LEA official responsible for SFSF, FTTT, Education Jobs Program, and ARRA for ESEA, as well as the Finance Officer/s should be available on that date(s).
4. The Fiscal Consultant will complete the State Fiscal Stabilization Funds (SFSF), First to the Top (FTTT), Education Jobs Program, and American Recovery and Reinvestment Act Monitoring Instrument during the on-site monitoring review. The Director of Schools, all local Finance Directors involved in the monitoring, the SFSF official, the FTTT official, the Education Jobs Program official, and the state Fiscal Consultant will sign the monitoring instrument.
5. If minor issues of noncompliance are found, the LEA will have two (2) weeks from the time of the visit to resolve the finding. It is the LEA's responsibility to forward any documentation related to the finding to the assigned Fiscal Consultant.
6. If issues of compliance are found that cannot be resolved within the two week period, then the LEA will complete and submit the Compliance Action Plan Agreement, signed by the Superintendent/Director of Schools, and the local finance director. This document must delineate the compliance issue(s), the steps that will be taken to address the issue(s), the date those steps will be accomplished and the documentation that will be available to demonstrate compliance. This document will be sent to the assigned Fiscal Consultant for his/her approval, signature, and date.
7. ESEA/NCLB monitoring team leader will be responsible for forwarding State Fiscal Stabilization Funds (SFSF) ), First to the Top (FTTT), and Education Jobs Program Monitoring Instruments and Compliance Action Plan Agreements with the ESEA/NCLB Comprehensive Monitoring documents to Betty Cochran in the Division of LEA Support and Improvement. Betty Cochran will forward the original SFSF, FTTT, and EduJobs section of the monitoring instrument to Karen Weidemann in the Office of Local Finance by the Fiscal Consultant for signature by the Executive Director of Local Finance.
8. All State Fiscal Stabilization Funds (SFSF) ), First to the Top (FTTT), and Education Jobs Program Monitoring Instruments must be identified in one of the following three categories:
  - *Closed*
  - *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*
  - *Open* (Compliance Issues Not Resolved)
9. LEAs with reports indicating *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement* will have follow-up on-site monitoring for compliance by the assigned Fiscal Consultant or will submit required documentation to the Fiscal Consultant.

**Tennessee Department of Education**  
**State Fiscal Stabilization Fund (SFSF),**  
 American Recovery and Reinvestment Act (ARRA)  
**First to the Top (FTTT), and**  
**Education Jobs Program**  
**Monitoring Report**

☐ **On-Site**      ☐ **Self-Assessment**

School Year 2010-2011

<b>LEA</b>	<b>Director of Schools</b>	
	<b>Email</b>	
<b>Mailing Address</b>	<b>Telephone</b>	
	<b>Fax</b>	
<b>Point of Contact Person</b>	<b>Phone</b>	<b>Fax</b>
<b>Address</b>	<b>Email</b>	
<b>Assigned Fiscal Consultant</b>		

**Monitoring Status:** *Check the appropriate box* (N/A for Self-Assessment)

<b>Closed</b>	<b>Incomplete Pending Compliance with Approved Compliance Action Plan Agreement</b>	<b>Open</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Required Signatures:** (These signatures MUST match information submitted to the state.)

Position/Title	PRINTED Name:	Signature
<b>Point of Contact Person</b>		
<b>Finance Officer</b>		
<b>SFSF Responsible Official</b>		
<b>First to the Top Official</b>		
<b>Education Jobs Program Official</b>		
<b>Director of Schools</b>		

**Signature(s) of Monitor(s):** (N/A for Self-Assessment)

Name:	Title/Position:	Date(s) of Monitoring:
	<b>TN DOE Fiscal Consultant</b>	
	<b>Executive Director of Local Finance</b>	

<b>Risk Assessment and Action Plan</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
1. Risk Assessment and Action Plan for State Fiscal Stabilization Funds (SFSF) Education Portion (CFDA 84.394) is on file in the LEA.				<input type="checkbox"/> Risk Assessment and Action Plan
2. Risk Assessment and Action Plan for State Fiscal Stabilization Funds (SFSF) Government Services (CFDA 84.397) is on file in the LEA.				<input type="checkbox"/> Risk Assessment and Action Plan
3. Risk Assessment and Action Plan for First to the Top (FTTT) funds is on file in the LEA.				<input type="checkbox"/> Risk Assessment and Action Plan
4. Risk Assessment and Action Plan for Education Jobs Program is on file in the LEA.				<input type="checkbox"/> Risk Assessment and Action Plan
<b>State Fiscal Stabilization Funds (SFSF) Education Portion CFDA 84.394</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
5. BEP SFSF revenue is coded to account 46512.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
6. Expenses related to BEP SFSF revenue have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
7. State Fiscal Stabilization Fund (BEP) report is properly certified in eReporting.				<input type="checkbox"/> eReporting
<b>State Fiscal Stabilization Funds Government Services CFDA 84.397</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
8. Extended Contract revenue is coded to account 46615.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
9. Expenses related to Extended Contract have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
10. State Fiscal Stabilization Fund (Extended Contract) report is properly certified in eReporting.				<input type="checkbox"/> eReporting
11. Coordinated School Health (CSH) revenue is coded to account 46591.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
12. Expenses related to Coordinated School Health (CSH) have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
13. Internet Connectivity revenue is coded to account 46592.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
14. Expenses related to Internet Connectivity have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____

<b>State Fiscal Stabilization Funds Government Services CFDA 84.397 - (Continued)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
15. Professional Development revenue is coded to account 46593.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
16. Expenses related to Professional Development have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
17. Family Resource Centers revenue is coded to account 46594.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
18. Expenses related to Family Resource Centers have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
19. Statewide Student Management System (SSMS) revenue is coded to account 46595.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
20. Expenses related to Statewide Student Management System (SSMS) have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
21. Safe Schools revenue is coded to account 46981.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
22. Expenses related to Safe Schools have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
<b>First to the Top (FTTT) CFDA 84.395</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
23. First to the Top (FTTT) revenue is coded to account 47311 and is recorded in the appropriate subfund (Flow Through / Competitive).				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
24. Expenses related to First to the Top (FTTT) have been recorded in the appropriate subfund (Flow Through / Competitive).				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
<b>Education Jobs Program CFDA 84.410</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
25. Education Jobs Program revenue is coded to the appropriate account, _____.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
26. Expenses related to the Education Jobs Program have been cost-centered and are easily identifiable.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____

**Continue to items 27-30 for additional monitoring of  
American Recovery and Reinvestment Act (ARRA)  
for Elementary and Secondary Education Act (ESEA), page 52.**

LEA Number and Name: \_\_\_\_\_ Monitoring date: \_\_\_\_\_

**American Recovery and Reinvestment Act (ARRA)  
for Elementary and Secondary Education Act (ESEA) 1512 Reporting –  
Monitoring Items for FY11**

NOTE: Signatures of the Director of Schools and Federal Programs' Finance Officer on page 5 of this monitoring instrument indicate their knowledge and acceptance of any findings for the American Recovery and Reinvestment Act (ARRA) for Elementary and Secondary Education Act (ESEA).

<b>American Recovery and Reinvestment Act (ARRA) for Elementary and Secondary Education Act (ESEA)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
27. Compare the information reported to the Department via the 1512 reporting submitted quarterly by the LEA for <b>Title I</b> and determine that all transactions over \$25,000 were reported to the Department.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
28. Compare the information reported to the Department via the 1512 reporting submitted quarterly by the LEA for <b>Education Technology (Title IID)</b> and determine that all transactions over \$25,000 were reported to the Department.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
29. Compare the information reported to the Department via the 1512 reporting submitted quarterly by the LEA for <b>Education for Homeless (Title X)</b> and determine that all transactions over \$25,000 were reported to the Department.				<input type="checkbox"/> General ledger <input type="checkbox"/> Other _____
30. Compare the information reported to the Department via the 1512 reporting submitted quarterly the LEA for <b>Title I, Education Technology, and Education for Homeless</b> and determine the FTEs reported to the Department were reasonable to the transactions recorded in the LEA's accounting records.				<input type="checkbox"/> Timesheets <input type="checkbox"/> Other _____

**LEA:**

<b>Fiscal Compliance Issue(s)</b>	<b>Action Step(s)</b>	<b>Completion Date(s)</b>	<b>Documentation</b>
Page , Indicator			
Page , Indicator			
Page , Indicator			

\_\_\_\_\_  
Director of Schools' Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tennessee Fiscal Consultant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Finance Director's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tennessee Executive Director of  
Local Finance's Signature

\_\_\_\_\_  
Date

## ATTACHMENT D

### **First to the Top (FTTT) and American Recovery and Reinvestment Act for ESEA Performance Monitoring Process and Procedures School Year 2010-2011 Tennessee Department of Education – First to the Top Oversight**

1. LEAs will complete the overall No Child Left Behind (NCLB), Elementary and Secondary Education Act (ESEA) and American Recovery and Reinvestment Act for ESEA comprehensive monitoring on the schedule previously defined in this document.
2. All LEAs will complete the entire First to the Top (FTTT) and American Recovery and Reinvestment Act for ESEA performance monitoring annually, send the original to their Field Service Center Director, and keep a copy on file in their districts. Any system may be monitored on-site at the discretion of the First to the Top Director. LEAs that are scheduled for on-site monitoring must be prepared to provide documentation of compliance. Only LEAs receiving competitive funds will be required to complete performance monitoring on those funds.
3. The Field Service Center Director will annually complete First to the Top (FTTT) and American Recovery and Reinvestment Act Performance Monitoring Instrument during a phone interview, in person at a Scope of Work review or in on-site monitoring review. The type of review will be determined at the discretion of the Field Service Center Director related to the progress of the LEA towards student achievement performance indicators. Once completed, the Director of Schools, the FTTT LEA official, and the state Field Service Center Director will sign both the self-assessment monitoring instrument and the formal monitoring instrument.
4. On-site monitoring will be conducted by a Field Service Center Director/s.
5. The Field Service Center Director will coordinate with the NCLB Regional Coordinator to establish monitoring schedules for his/her regions for the on-site NCLB Comprehensive and First to the Top (FTTT) monitoring. Local First to the Top Official will be responsible for coordinating with other local personnel. There may be one or more state monitors that will conduct the on-site monitoring visit. All locally appointed LEA officials responsible for FTTT and ARRA for ESEA, as well as the Finance Officer/s should be available on that date(s).
6. If minor issues of noncompliance are found, the LEA will have two (2) weeks from the time of the visit to resolve the finding. It is the LEA's responsibility to forward any documentation related to the finding to the assigned Field Service Center Director.
7. If issues of compliance are found that cannot be resolved within the two week period, then the LEA will complete and submit the Compliance Action Plan Agreement, signed by the Superintendent/Director of Schools, and the FTTT official. This document must delineate the compliance issue(s), the steps that will be taken to address the issue(s), the date those steps will be accomplished and the documentation that will be available to demonstrate compliance. This document will be sent to the assigned Field Service Center Director for his/her approval, signature, and date.
8. Field Service Center Director will be responsible for forwarding First to the Top (FTTT) and Compliance Action Plan Agreements with the ESEA/NCLB Comprehensive Monitoring documents to Executive Director of Field Service Centers in the Division of LEA Support and Improvement. Executive Director of Field Service Centers will forward the original FTTT section of the monitoring instrument to the First to the Top Director for signature.
9. All First to the Top (FTTT) Monitoring Instruments must be identified in one of the following three categories:
  - *Closed*
  - *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement*
  - *Open* (Compliance Issues Not Resolved)

10. LEAs with reports indicating *Incomplete Pending Compliance with Approved Compliance Action Plan Agreement* will have follow-up on-site monitoring for compliance by the assigned Field Service Center Director or will submit required documentation to the Field Service Center Director.



**Tennessee Department of Education**

First to the Top (FTTT),

American Recovery and Reinvestment Act (ARRA)

**Performance Monitoring Report**

☐ **On-Site**      ☐ **Phone Interview**      ☐ **In-person Scope of Work Review**      ☐ **Self-Assessment**

School Year 2010-2011

<b>LEA</b>	<b>Director of Schools</b>	
	<b>Email</b>	
<b>Mailing Address</b>	<b>Telephone</b>	
	<b>Fax</b>	
<b>Point of Contact Person</b>	<b>Phone</b>	<b>Fax</b>
<b>Address</b>	<b>Email</b>	
<b>Assigned Field Service Center Director</b>		

**Monitoring Status:** *Check the appropriate box* (N/A for Self-Assessment)

<b>Closed</b>  <input type="checkbox"/>	<b>Incomplete Pending Compliance with Approved Compliance Action Plan Agreement</b>  <input type="checkbox"/>	<b>Open</b>  <input type="checkbox"/>
---	---	---

***Required Signatures:*** (These signatures MUST match information submitted to the state.)

<b>Position/Title</b>	<b>PRINTED Name:</b>	<b>Signature</b>
<b>First to the Top Official</b>		
<b>Director of Schools</b>		

**Signature(s) of Monitor(s):** (N/A for Self-Assessment)

<b>Name:</b>	<b>Title/Position:</b>	<b>Date(s) of Monitoring:</b>
	<b>Field Service Center Director</b>	
	<b>Other Monitor</b>	

## LEA First to the Top Performance Monitoring Instrument

Performance Measure Targets	Yes	No	N/A	Evidence
Met performance targets in Year 1.				<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Other Sources of Data _____ <input type="checkbox"/> Other _____
Met 2010-11 benchmark towards reaching the district's goal in elementary reading proficiency.				<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Other Sources of Data _____ <input type="checkbox"/> Other _____
Met 2010-11 benchmark towards reaching the district's goal in middle school math.				<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Other Sources of Data _____ <input type="checkbox"/> Other _____
Met 2010-11 benchmark towards reaching the district's goal in increased high school graduation rate.				<input type="checkbox"/> Graduation Rate Data Analysis <input type="checkbox"/> Other Sources of Data _____ <input type="checkbox"/> Other _____
Regular tracking of progress towards your performance targets through leading indicators.				<input type="checkbox"/> List/Documentation of Leading Indicators Used <input type="checkbox"/> Formative Results <input type="checkbox"/> Other _____
Plan in place to adjust activities if targets are not being met.				<input type="checkbox"/> Plan for Monitoring & Adjusting <input type="checkbox"/> Meeting Documentation/Schedules <input type="checkbox"/> Other _____
<b>Activities and Correlation to State Plan First to the Top plan addressed the following:</b>			<b>Rating 1-4 (1 is highest)</b>	<b>Evidence</b>
Needs assessment or root cause analysis used in determining activities to address FTTT goals.				<input type="checkbox"/> Needs Assessments <input type="checkbox"/> Surveys/Interviews <input type="checkbox"/> Other _____

Activities were research or evidence based and designed to address specific student performance needs.		<input type="checkbox"/> Research/Evidence Documentation <input type="checkbox"/> Student Assessment Data <input type="checkbox"/> Other _____
<b>Activities address First to the Top Goals</b> NOTE: activities and strategies used in addressing goals and four pillars are likely to overlap		<b>(evidence for each below)</b>
Activities sufficiently aligned to system specific needs in early grades reading proficiency.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
Activities sufficiently aligned to system specific needs in middle grades math proficiency.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
Activities sufficiently aligned to system specific needs in high school graduation.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
Activities sufficiently aligned to system specific needs in postsecondary access and success.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source

<b>Activities address the four pillars of First to the Top</b> NOTE: This portion of the monitoring plan will be used only as a self-assessment until Fall 2012 monitoring. Activities and strategies used in addressing goals and four pillars are likely to overlap		<b>(evidence for each below)</b>
<i>Standards and Assessments</i> Activities are designed to support integration of Common Core Standards.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
<i>Standards and Assessments</i> Activities are designed to support integration of formative instructional practices.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
<i>Data Systems</i> Activities are designed to support the use of data to support instruction.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
<i>Great Teachers and Leaders</i> Activities are designed to support recruitment of teachers in high need subject areas.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source
<i>Great Teachers and Leaders</i> Activities are designed to support job-embedded and school based professional development.		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____

		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Great Teachers and Leaders</i></p> <p>Activities are designed to support implementation of high quality evaluation process.</p>		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Great Teachers and Leaders</i></p> <p>Evaluation process is designed to lead to differentiation of support for teachers and leaders.</p>		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Great Teachers and Leaders</i></p> <p>Evaluation process is designed to inform compensation, promotion and retention.</p>		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Great Teachers and Leaders</i></p> <p>Evaluation process is designed to inform tenure and/or full certification.</p>		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>
<p><i>Great Teachers and Leaders</i></p> <p>Evaluation process is designed to inform removal if necessary.</p>		<p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p> <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSPP or TSIP) and specific funding source</p> <p><input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____</p> <p><input type="checkbox"/> Other _____</p>

		evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source
<p><i>Great Teachers and Leaders</i></p> <p>Activities and evaluation process are designed to ensure equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>Great Teachers and Leaders</i></p> <p>Activities and evaluation process are designed to ensuring equitable distribution of effective teachers and principals in hard-to-staff subjects and specialty areas..</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>Great Teachers and Leaders</i></p> <p>Activities are designed to support retention of teachers.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>Great Teachers and Leaders</i></p> <p>Activities are designed to support building a pipeline of high quality school leaders.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>Turnaround Schools</i></p> <p>Activities are designed to address school specific needs as identified by student achievement data.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>

		specific funding source
<p><i>STEM</i></p> <p>Activities are designed to support increasing achievement in middle grades math.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>STEM</i></p> <p>Activities are designed to support increasing achievement in math generally.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>STEM</i></p> <p>Activities are designed to support increasing achievement in science.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p><i>STEM</i></p> <p>Activities are designed to support increasing exposure to and capacity in engineering and technology.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____ <p>If not addressed, and data shows need to address, submit evidence for where it is addressed (i.e. TCSP or TSIP) and specific funding source</p>
<p>LEA activities designed to build capacity beyond the four year life of the RTTT grant.</p>		<input type="checkbox"/> Local System Scope of Work - Activity addressed in Year(s) _____ <input type="checkbox"/> Other _____
<p>Plan to sustain activities leading to student performance improvements in place or under development.</p>		<input type="checkbox"/> Sustainability Plan <input type="checkbox"/> Meeting Documentation/Dates <input type="checkbox"/> Other _____

The LEA has changed policies or guidelines to enact these activities.	Yes	No	N/A	<input type="checkbox"/> Local School Board Agenda/Minutes <input type="checkbox"/> Policy/Procedure Manuals <input type="checkbox"/> Other _____
<b>Correlation to TCSPP</b>	Yes	No	N/A	<b>Evidence</b>
FTTT activities address system goals as defined in LEA TCSPP.				<input type="checkbox"/> Local System Scope of Work Activities <input type="checkbox"/> TCSPP System Goals <input type="checkbox"/> Other _____ Defined in Scope of Work
<b>Plan for Implementation</b>	Yes	No	N/A	<b>Evidence</b>
Year 1 implementation correlated to the planned activities.				<input type="checkbox"/> Year 1 Activities and Implementation Plans <input type="checkbox"/> Evidence of Implementation <input type="checkbox"/> Other _____
Year 1 implementation completed consistent with the scope of work.				<input type="checkbox"/> Year 1 Implementation Plans <input type="checkbox"/> Budget documents/Contracts/Invoices <input type="checkbox"/> Other _____
Year 1 implementation specifically addressed the achievement performance targets.				<input type="checkbox"/> Year 1 Implementation Plans <input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Other _____
<b>Personnel</b>	Yes	No	N/A	<b>Evidence</b>
Key personnel specified in the scope of work plan involved in the implementation of activities.				<input type="checkbox"/> Documentation of Personnel Involvement <input type="checkbox"/> Interviews <input type="checkbox"/> Other _____ Job description (required)
Key personnel having periodic meetings to assess goal attainment status.				<input type="checkbox"/> Meeting Agenda/Dates <input type="checkbox"/> Meeting Minutes/Results <input type="checkbox"/> Other _____ Meeting dates
Plans for sustainability in place for personnel hired using RTTT funds.				If so, are these positions contractual? <input type="checkbox"/> Contracts <input type="checkbox"/> Budget documents <input type="checkbox"/> Other _____



Job responsibilities for personnel hired with RTTT funds consistent with implementation activities.						<input type="checkbox"/> Plans for Implementation <input type="checkbox"/> Job descriptions/Contracts <input type="checkbox"/> Other _____ Job description (required)
<b>Recurring Expenses</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>		
Plan to sustain FTTT activities in place or under development.				<input type="checkbox"/> Sustainability Plan <input type="checkbox"/> Meeting Documentation/Dates <input type="checkbox"/> Other _____ Written plan		

LEA has participated in the following (to check off must show evidence of both training for trainers and use in schools):

*Batelle for Kids* Resources

- \_\_\_ Learning Maps
- \_\_\_ Formative Instructional Practices for Leaders
- \_\_\_ Formative Instructional Practices for Teachers
- \_\_\_ Formative Instructional Practices On-line Courses
- \_\_\_ Regional Value Added Specialist Training
- \_\_\_ District Value Added Leadership Team Training
- \_\_\_ Value Added On-line Courses
- \_\_\_ Highly Effective Teachers Training
- \_\_\_ Highly Effective Leaders Training
- \_\_\_ Strategic Compensation Training
- \_\_\_ Strategic Compensation On-line Courses

*SAS TVAAS* Resources

- \_\_\_ SAS TVAAS On-line Learning Modules

- \_\_\_ SAS TV/AAS Virtual Interactive Webinar Sessions
- \_\_\_ SAS TV/AAS On-site Administrative Coaching
- Other available resources
  - \_\_\_ Teacher Evaluation Training
  - \_\_\_ Tennessee Electronic Learning Center
  - \_\_\_ Teaching, Empowering, Leading, and Learning (TELL) Survey

## **Innovation Acceleration Fund Performance Monitoring**

In 2010-2011, Innovation Acceleration Fund awardees are in a planning year. As such, performance monitoring for this year will focus on determining if the LEA followed their Year 1 plan as outlined and submitted a satisfactory implementation application for Years 2-4. In subsequent years, monitoring will also include student and teacher performance indicator measurement and review of adherence to implementation plan as outlined in the implementation application.

Below is a brief description of the program and the priorities for the Innovation Acceleration Fund as stated in the application for funds. These priorities should guide the review of Year 1 performance.

### *From Innovation Acceleration Fund application*

The Tennessee Department of Education has created a competitive Innovation Acceleration fund of \$12,000,000, from its First to the Top federal grant, to support the adoption and implementation of alternative district-wide compensation systems. Districts can apply for funding for the purposes of designing and/or implementing sustainable district-wide compensation systems based upon alternative salary schedules. To be eligible for the fund, districts must have the agreement of their local teachers association (if applicable) and be able to show how the local funding body will sustain the alternative salary schedule after the First to the Top funding expires.

Districts applying for the IAF grants will address the following six priorities in the project narrative in the application.

1. Performance based compensation for effective teachers and principals
  - Rewards, at differentiated levels, effective teachers and principals
    - Provides bonus awards of significant amounts to educators
      - Ranging from \$1,5000 to \$10,000
    - Bases awards on individual educator performance and/or performance of a team of educators
    - Considers who participates and what percentage of the workforce should receive bonuses
    - Utilizes research in support of effective instructional practices
  - Uses multi-dimensional measure of effectiveness to evaluate educators
    - Aligns with state's new evaluation system
    - Includes measures of student growth
  - Results in the following, based on identified needs of district
    - Increased student achievement and educator effectiveness
    - Increased teacher/principal recruitment and retention rates in high needs schools and hard to staff subjects
    - Improvement in the equitable distribution of effective teachers and principals
2. Fiscal sustainability of the new compensation system
  - Sustainability plan shows increasing use of non-IAF dollars by Year 3 of participation
3. Use of data and evaluations for professional development and retention and tenure decisions in the district

4. Focus on increased recruitment and strategies to retain effective teachers to serve high-need students and in hard-to-staff subjects
  - Provides *financial* recruiting/retention incentives
  - Provides *working conditions improvements* recruiting/retention incentives, for example:
    - Professional development: coaching, mentoring, attending subject area networks/trainings
    - Differentiated roles and responsibilities, including teacher leadership opportunities
    - Beginning teacher advisor/mentor
    - Instructional supplies and equipment
    - Assistance with clerical tasks such as copying
    - Other improvements to support teachers
5. Planning Period steps
  - Communication strategy
  - Professional development and technical assistance activities
  - Involvement of broad representation of stakeholders
  - Discussion of using new teacher/principal evaluation
  - Analysis of data-management system's capacity
  - Design of an evaluation plan for the new compensation system
  - Sustainability mechanism
6. Innovation in developing alternative salary schedules
  - Proposes alternative salary schedule using performance-based compensation
  - Provides incentives (financial and/or working conditions improvements focused on supporting teachers) for educators based on differentiated levels of effectiveness
  - District –wide plan incorporating various funding sources and types of compensation and addressing sustainability

**Innovation Acceleration Fund Performance Monitoring Instrument**  
**Year 1 – Planning Year**

<b>Activities</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>
Year 1 implementation correlated to the planned activities.				<input type="checkbox"/> Year 1 Activities and Implementation Plans <input type="checkbox"/> Evidence of Implementation <input type="checkbox"/> Other
Year 1 implementation completed consistent with the proposal.				<input type="checkbox"/> Year 1 Implementation Plans <input type="checkbox"/> Budget documents/Contracts/Invoices <input type="checkbox"/> Other
LEA engaged stakeholders broadly in compensation plan development including teachers union.				<input type="checkbox"/> Meeting documentation <input type="checkbox"/> Other
LEA submitted strategic compensation implementation application.				<input type="checkbox"/> Implementation Application
Strategic compensation implementation application sufficiently addressed IAF goal of district wide compensation reform.				<input type="checkbox"/> Implementation Application
Strategic compensation implementation application sufficiently addressed IAF goal of sustainability.				<input type="checkbox"/> Implementation Application
Strategic compensation implementation application was approved.				<input type="checkbox"/> Implementation Application

## Teacher and Principal Residency Grants Performance Monitoring

In 2010-2011, Teacher and Principal Residency grant awardees are in the first year of implementation. As such, performance monitoring for this year will focus primarily on determining if the LEA followed their design and selection plan as outlined. In subsequent years, monitoring will also include student and educator performance indicator measurement and review of adherence to implementation plan as outlined in the implementation application.

Below is a brief description of the program and the priorities for the Teacher and Principal Residency grants as stated in the application for funds. These priorities should guide the review of performance.

### *From Teacher and Principal Residency grant application*

*Purpose of the Program:* The Tennessee Department of Education offered a competitive grant project for interested LEAs to develop and/or expand teacher and principal residency programs. The purpose of residency programs is to increase and retain the number of well prepared and effective teachers and principals. Residencies are characterized by a focus on LEA and school based-needs and designed to increase student achievement.

### *Residency Program Types:*

#### **Program Type I: Pre-service Preparation**

A pre-service residency includes a well designed pre-residency orientation/institute and is the school-based clinical practice component of a teacher or principal preparation program. The residency duration includes a period of two sequential academic semesters. Residencies are planned collaboratively by LEAs and institutions of higher education (IHEs). The partnering IHE has State Board of Education approved teacher or principal preparation programs. Education-related organizations, such as foundations, charitable organizations, and service agencies, may also serve as program partners. Residencies are designed to immerse aspiring teachers or principals in the school environment and provide extensive mentoring support by trained mentors. Residents, particularly those participating in post-baccalaureate programs, may receive a stipend, tuition payment, and a housing allowance for the duration of the residency. Successful completion of the program requirements and licensure tests results in entry level teacher (Apprentice) or principal (ILL-B) licensing. After licensure issuance, an employment commitment to the partnering LEA may be a program requirement.

#### **Pre-service residencies may include the following:**

- Undergraduate Initial Licensure Preparation
- Post-Baccalaureate Initial Licensure Preparation
- Aspiring Principals

#### **Program Type II: Advanced Training/ Focused Professional Development**

Residencies designed for licensed teachers and principals who have gained valuable professional experience, demonstrated effectiveness, and leadership potential participate in advanced training/ focused professional development that benefit the employing LEA and the practicing teacher or principal. The residents gain and apply a comprehensive understanding of school and classroom practices that contribute to increasing student achievement. Residencies may be designed to establish, support, and expand teacher and principal retention initiatives. The residency duration includes a period of two sequential academic semesters and extensive release time for participating principals or teachers. Advanced level college coursework and/or completion of an advanced degree, particularly with a focus on respective content

areas, may be a component. Institutions of higher education and/or education-related organizations, such as foundations, charitable organizations, and service agencies, may also serve as program partners. LEA need-based action research projects and receipt of other highly specialized training may be a focus.

**Advancement training/ focused professional development residencies may include the following:**

- Early to mid-career Teachers
- Early to mid-career Principals

### **Program Type III: Exemplary Leader**

Exemplary leader residencies utilize the extensive professional knowledge, skills, and competencies gained by accomplished, proven principals and teachers to advance the student achievement goals of the LEA, its schools, and/or classrooms. The residency duration includes a period of two sequential academic semesters and extensive release time for participating principals or teachers. Exemplary leaders may serve as researchers, innovative program designers, trainers, mentors, instructional coaches, evaluators, and/or experts in the field. For exemplary leader residencies, LEAs may incorporate the Tennessee Instructional Leadership Standards of the Tennessee Learning Centered Leadership Policy at the exemplary level or the Teacher Leadership Standards: Developed by the Teacher Leadership Exploratory Consortium, as applicable. Institutions of higher education and/or education-related organizations, such as foundations, charitable organizations, and service agencies, may also serve as program partners.

**Exemplary leader residencies may include the following:**

- Veteran Teachers
- Veteran Principals

**Priorities: The program chosen must address the following required elements:**

- *Establishment and Design* – Programs must be designed to include the following characteristics of successful models:
  - A needs assessment for the preparation, ongoing training, professional development and retention of teachers and principals as applicable
  - Integration of pedagogy, classroom practice and teacher mentoring
  - Establish within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning and achievement
- *Selection of Participants* – The development of recruitment and admissions goals:
  - Aligned with the identified hiring needs of the LEA, particularly related to teacher/principal shortage areas
  - Oriented to advancement of student achievement needs
  - Consideration of program applicants who reflect the appropriate level of knowledge, skills and professional dispositions
  - May include underrepresented populations
- *Mentor Selection and Training (if applicable)* – The establishment of research-based criteria for the selection and training of mentor teachers/principals
- *Partnership Agreement* (if program design includes IHE and/or education-related organization partner) – Within the agreement, a description of how the partnership will:
  - Coordinate strategies and activities with other teacher/principal preparation or professional development programs

- Is consistent with state, local, and other education reform activities that promote teacher/principal quality and student academic achievement
- *Evaluation Plan* – Includes strong and measurable performance objectives with:
  - Achievement for all teachers/principals involved in the program and their students
  - Teacher/principal retention rates
- *Sustainability Plan* – A plan for continuation of the residency project beyond the funding period



## Teacher and Principal Residency Performance Monitoring Instrument

Program Type	<input type="checkbox"/> Type I – Pre-service Preparation <input type="checkbox"/> Type III – Exemplary Leader			
Activities	Yes	No	N/A	Evidence
<i>Establishment and Design</i> Needs assessment used in determining activities to address project goals.				<input type="checkbox"/> Needs Assessments <input type="checkbox"/> Surveys/Interviews <input type="checkbox"/> Other _____
<i>Establishment and Design</i> Program integrates pedagogy, classroom practice and teacher mentoring.				<input type="checkbox"/> Program plan <input type="checkbox"/> Other _____
<i>Establishment and Design</i> Program has established a learning community.				<input type="checkbox"/> Program plan <input type="checkbox"/> Documented activities <input type="checkbox"/> Other _____
<i>Selection of Participants</i> Program participants were selected to align with the identified hiring needs of the LEA, particularly related to teacher/principal shortage areas.				<input type="checkbox"/> Participant resumes or bios <input type="checkbox"/> LEA hiring data <input type="checkbox"/> LEA or school student achievement data <input type="checkbox"/> Other _____
<i>Selection of Participants</i> Program participants were selected to promote advancement of student achievement needs in the LEA.				<input type="checkbox"/> Participant resumes or bios <input type="checkbox"/> LEA hiring data <input type="checkbox"/> LEA or school student achievement data <input type="checkbox"/> Other _____
<i>Selection of Participants</i> Program participants were selected that reflect the appropriate level of knowledge, skills and professional dispositions.				<input type="checkbox"/> Participant resumes or bios <input type="checkbox"/> LEA hiring data <input type="checkbox"/> Other _____
<i>Selection of Participants</i> Program participants were selected to include underrepresented populations.				<input type="checkbox"/> Participant resumes or bios <input type="checkbox"/> LEA hiring data <input type="checkbox"/> Other _____

<i>Mentor Selection (if applicable)</i> Selection of mentors based on best practices or research evidence.					<input type="checkbox"/> Research/Evidence Documentation <input type="checkbox"/> Mentor bios or resumes <input type="checkbox"/> Other _____
<i>Mentor Training (if applicable)</i> Training of mentors based on best practices or research evidence.					<input type="checkbox"/> Research/Evidence Documentation <input type="checkbox"/> Mentor training plan <input type="checkbox"/> Other _____
<i>IHE Partnership</i> IHE partners have been engaged in planning, design, selection of participants, and implementation.					<input type="checkbox"/> IHE interview <input type="checkbox"/> Documented meetings or other activities <input type="checkbox"/> Other _____
<i>Evaluation Plan</i> Plan has been developed and baseline measures established.					<input type="checkbox"/> Evaluation plan <input type="checkbox"/> Other _____
<b>Sustainability</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Evidence</b>	
Plan to sustain activities in place or under development.				<input type="checkbox"/> Sustainability Plan <input type="checkbox"/> Meeting Documentation/Dates <input type="checkbox"/> Other _____	

**LEA:**

First to the Top Compliance Issue(s)	Action Step(s)	Completion Date(s)	Documentation
Page , Indicator			
Page , Indicator			
Page , Indicator			

\_\_\_\_\_  
Director of Schools Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tennessee Field Service Center Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
First to the Top Official Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tennessee First to the Top Director Signature

\_\_\_\_\_  
Date

## **Sub-recipient (Vendor) Performance Monitoring**

The Tennessee Department of Education aims to ensure that all state First to the Top vendors have performance indicators built into their grants or contracts to be monitored yearly. The state, through the Education Delivery Unit, will work with vendors who do not yet have performance indicators built into their grants or contracts to create agreements for performance indicators. When grants and contracts are revised, performance indicators will be built in.

An example of the performance indicators built into grants or contracts is below:

- A. 9. The Grantee shall submit to the State, within 30 days of execution of this agreement, an evaluation and accountability plan for their approval that provides accurate data on the effectiveness of the intervention, which includes:
- a. a research design with measurable objectives to increase the number of mathematics teachers who participate in content-based professional development activities;
  - b. measures of progress towards meeting the specified target(s) of each school as listed in Attachment A;

If specified targets for any school are not met, the Grantee will also submit a revised work plan for schools(s) to address reason for lack of performance.